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Santa Monica High School, in 1960-1961, established a program designed to hold a selected group of potential dropouts in school in order to improve scholastic motivation, reduce deviant behavior, develop interpersonal relations, and provide preliminary work experience. Two experimental and two control classes were formed.

The students attended classes three hours in the morning under one teacher, participated in physical education, then spent the afternoon on a job in the community. Disciplinary and academic rules were made flexible. A special counselor served as a confidante for the students. Evaluation revealed a greater percentage of dropouts for the control group than for the experimental group. Each member of both groups was interviewed at the beginning and end of the school year regarding attitudes toward school. The experimental group's attitudes were more positive than those of the control group. However, police records indicated that the experimental group had an increased number of police contacts as compared to the control group. Personality tests revealed very little; only the Social Reactions Test suggested an improvement in the experimental students' abilities to interpret school situations.

Through this evaluation, stricter rules, greater emphasis on academic performance, better student attitudes, and better community cooperation will be sought in the following year's program.

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Evaluation of a Work Study Program for Potential Dropouts

by

Langdon E. Longstreth
Fred J. Shanley
Roger E. Rice

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UNIVERSITY OF SOUTHERN CALIFORNIA

IX C

EVALUATION OF A WORK-STUDY PROGRAM FOR POTENTIAL DROPOUTS

by

Langdon E. Longstreth
Fred J. Shanley
Roger E. Rice

Youth Studies Center
University of Southern California
Los Angeles

1962

This is a research paper of the Youth Studies Center of the University of Southern California. The Center was established on July 1, 1958 through a grant from the Ford Foundation. Its objective is to develop more effective programs to meet the problem of delinquency through research, demonstration and educational activities.

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TABLE OF CONTENTS

	Page
Acknowledgment	i
Table of Contents	ii
List of Tables	iii
Abstract	iv
Section I - Introduction	1
Section II - Program Characteristics and Rationale	2
Section III - Characteristics of the Students	7
Section IV - Experimental Design and Evaluation	9
Dropout Data	10
Interview Data	13
Police Data	22
Psychometric Data	25
Further Descriptive Data of the Experimental Program	41
Section V - Discussion	46
Section VI - Conclusion	51
References	53
Appendix A - Interview Documents and Tables	54
Interview Used to Elicit the Student Attitude Toward School	55
Summary of Tables of Each Analysis of Variance Calculated on the Interview Data	59
Appendix B - Self-Concept Scale, Social Reactions Test, and Employer Rating Forms	63

LIST OF TABLES

Table	Title	Page
1	Means and Ranges of Age, IQ, and Grades of Experimental and Control Students	8
2	Dropout Frequencies for Experimental and Control Students	11
3	Mean Responses to Rating Scale Questions	14
4	Frequency of Responses of "Everything" (or Equivalent) to the Question, "What did you like most about school?"	20
5	Frequency of Response Indicating a Specific Teacher to the Question, "What did you like least about school?"	21
6	Frequency of Response Indicating "My Counselor," to the Question, "Who did you go to for advice on problems of a personal nature?"	21
7	Number of Students with Police Contacts	23
8	Change in Police Contact Incidence	23
9	Number of Students with Petitions	24
10	Correlation Between Self-Concept Ratings and Estimated-Teachers' Concept Ratings	36

ABSTRACT

I. INTRODUCTION

In this report, the results of an evaluation of a work-study program for potential dropouts are described. This program was jointly conducted in the Santa Monica High School by the Santa Monica School District and the Youth Studies Center during the 1960-61 school year.

The work-study program represents an action research phase operating under the more general framework of the Critical Factors Project. The objective of the total research project is to identify factors which significantly influence the social adjustment and maturation of adolescents. The project is particularly concerned with three forms of deviant adolescent behavior: ineffective social and academic performance in the school setting, including dropout behavior, and formal delinquent behavior outside school.

From the inception of the Critical Factors Project, two phases of research activity have been carried on simultaneously, a basic research phase and an action research phase.

The basic research phase has involved a longitudinal study of a sample of 300 male adolescents selected in 1960 from the 8th, 9th and 10th grades of the Santa Monica School System.[1] The sample was selected to allow a comparison of three contrasting types of adolescents: (1) aggressive, acting-out students, (2) passive, underachieving students, and,

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[1] Fred J. Shanley, et al., Comparative Study of Factors Influencing the School Adjustment of Adolescents, Research Paper No. 2, Los Angeles: Youth Studies Center, University of Southern California, 1961; D. Welty Lefever, et al., Preliminary Analysis of School Records and Behavioral Data for Matched Groups of Aggressive, Well-adjusted, and Underachieving Boys, Research Paper No.8, Los Angeles: Youth Studies Center, University of Southern California.

(3) well-adjusted students. The basic research phase seeks to identify events, relationships and conditions which significantly influence adjustment in the school setting and secondarily in the general community. Throughout the study design, the influence of the school, the family, and the peer group are assumed to be most significant in affecting the general adjustment and maturation level of these student groups.

As previously indicated, the work-study program represents the action component of the Critical Factors Project, and the purpose of this report is to describe the results of its evaluation.

The most general objective of the work-study program is to provide a program that would hold a selected group of potential dropouts in school in order to (a) improve scholastic motivation and performance, (b) reduce the incidence of disruptive and deviant behavior both in the school setting and out, (c) develop more socially appropriate interpersonal relations skills with peers and significant adults, and (d) provide a preliminary work experience that would facilitate adjustment in the work world after leaving school.

The program to be reported on was established in the Santa Monica High School in the Fall of 1960 and conducted during the entire school year of 1960-61. It has since been extended during the current school year of 1961-62. It is planned that an analysis of results of the 1961-62 project will be completed during the summer of 1962 and a report comparing the results of the 1960-61 and 1961-62 programs released as soon thereafter as possible.

II. PROGRAM CHARACTERISTICS

A. School Day of Students

The 1960-61 program established two experimental classes of potential dropouts, fifteen students per class.

Each class of fifteen students was assigned a single, permanent teacher, who was responsible for all instruction in relevant basic subjects, e.g., English, Mathematics, Social Studies. The students received instruction from their assigned teacher for three morning periods (8:30-11:30), attended a regular Physical Education class from 12:20 to 1:12, then left campus to work on a job in the community (three hours a day, fifteen hours a week) for the balance of the afternoon. The boys received both pay and school credit for their work experience.

A special counselor was assigned to the program. His primary counseling responsibility was to the thirty experimental students.

B. Student Selection Criteria

The students were identified as potential dropouts in terms of a school history of poor grades, tardiness and truancy patterns, academic retardation, disruptive behavior in the classroom setting.

C. Program Procedures

As previously indicated, a single teacher was assigned to each student group and the teacher-pupil ratio kept low in order that the teacher might have a greater opportunity to individualize the instructional process and to develop a close personal relationship with each student.

A special curriculum was devised, designed to relate to existing interests of the students. Considerable emphasis was placed upon audio-visual procedures to facilitate the learning process.

The special counselor functioned as a "safety valve" and confidante for the students, representing an adult to whom they could communicate their feelings of hostility and anxiety regarding school difficulties.

A flexible, permissive policy of rule definition and disciplinary procedure was adopted. Because these students had a history of rule

violation, it was assumed that they could not tolerate, at least initially, a strict enforcement of school regulations.

Finally, the work experience aspect was designed to provide the students with a job, which would be attractive to them, and also which would provide an opportunity for them to develop basic work skills before leaving school.

D. Evaluative Research Procedures

A group of thirty students in regular classes was identified as a control group for evaluative purposes. The control students were matched individually on age, IQ, aggressive or passive typing, race and sex, with members of the experimental group.

Four types of data were selected to provide the comparative basis for program evaluation, (a) dropout statistics, (b) interview regarding attitudes towards various aspects of their school experience, (c) police contacts, and (d) psychometric data.

III. RESULTS OF ANALYSIS OF EVALUATIVE DATA

The most general hypothesis tested was that exposure of students to the work-study program would result in behavioral and attitudinal changes consistent with improved social adjustment.

A. Dropout Statistics

Twenty-one percent of the total experimental group and thirty-six percent of the total control group dropped out of school during the 1960-61 school year.

The general dropout classification was further broken down into voluntary and involuntary dropout sub-classes. Twelve percent of the experimental group and nine percent of the control group were classified as involuntary dropouts, being forced to leave school because of very

serious rule violations. The frequency of voluntary dropout was of considerable interest, since this was the only category which represented student dissatisfaction with school to the point where it led to voluntary withdrawal. Nine percent of the experimental students and twenty-seven percent of the control students voluntarily left school during the year.

Because the work placement aspect of the program wasn't fully operative until two months after the beginning of school (due to a sharp drop in the level of business activity in the Fall of 1960), the above mentioned voluntary dropout proportions were recalculated, excluding dropouts that occurred during the first two months. The results of this and previously described comparisons of dropout rates for the work-study and regular school programs are described below:

Type of Dropout Proportion	%Exper. Dropout	% Control Dropout
Total Dropout	21	36
Involuntary Dropout	12	9
Voluntary Dropout	9	27
Revised Voluntary Dropout	3	25

The revised voluntary dropout percentages indicate significantly fewer dropouts for the experimental program. The other percentage comparisons were not significantly different from one another.

B. Interview Data

Each experimental and control student was interviewed at the beginning and at the end of the 1960-61 school year to secure measures of attitudes regarding school. Questions were of two types: (a) rating scales (b) open end.

There were nine rating scale questions, including items regarding general enjoyment of school, attitudes regarding various aspects of teacher performance, how effective was their counselor, etc. In general, the attitudes of the experimental students improved significantly more than the attitudes of control students, with reference to these questions.

Eight open end questions were asked, regarding things the student liked best and least about school, when he planned to leave school, who he went to for help with personal problems, etc. The great variability of response within given questions made it impossible to use tests of significance, but comparative response tables were prepared. Again, the attitudes of experimental students improved more than the attitudes of controls over this set of questions.

In general, the interview data clearly indicated that the work-study program resulted in a more positive attitude toward school than was true for the regular school program.

C. Police Data

Police records for experimental and control students were examined on the assumption that incidence of police contact would provide an index of social adjustment outside the school setting. Data were obtained for two fourteen-month periods, the fourteen months preceding the program, and the fourteen months beginning with the activation of the program.

It was hypothesized that the incidence of police contact would be less for experimental students. This hypothesis was definitely rejected, with more experimental students having an increase in police contacts than the controls during the period under study.

D. Psychometric Data

Three psychometric instruments were administered to experimental and control students at the beginning and again at the end of the academic year, that is, (1) the California Test of Personality, (2) a Self-concept Scale, (3) the Social Reaction Test. The tests were administered to obtain some comparative measure of initial social-psychological adjustment of experimental and control students, and also to determine if exposure to the work-study program resulted in adjustment changes different from those students in the control group.

In general, these tests presented no clear picture of the effects of the experimental program. The California Test of Personality suggested a decrement in "social" and "personal" adjustment for experimental aggressives and an increment (non significant) for experimental passives. The Self-concept Scale did not clearly differentiate between experimentals and controls. Finally, the Social Reactions Test suggested a significant improvement in experimental students' ability to interpret school situations.

IV. PROGRAM MODIFICATIONS FOR 1961-1962

At the end of the 1960-61 period, the school and Center staff combined the results of the formal evaluative analysis with impressionistic teacher reports of classroom interactions and with Center staff observations of classroom activity, in an attempt to identify certain program refinements for the 1961-62 period. The following program modifications were identified:

A. The Significance of Limit Setting as a Base for Program Operation

Originally, the staff had adopted a flexible, permissive policy of rule definition and enforcement. Subsequent classroom experience suggested that flexibly defined limits contributed to a level of classroom disturbance which was incompatible with achievement of program objectives. As a consequence, a policy was adopted which involved a clear definition and firm enforcement of behavioral norms both in the school and work setting. Limit setting, in conjunction with other supportive and rewarding program procedures, came to be seen as a treatment variable of considerable importance for this type of student.

B. The Need for Greater Emphasis on Academic Performance

In keeping with the permissive philosophy described above, academic performance at the level of student ability was not a requirement of program membership in the first year. Student interviews and other types of data suggested the need to require that each student achieve academically at the level of his ability.

C. The Need to Develop a Supportive Student Attitudinal Climate

In the first year, staff felt that the general attitudinal climate was either neutral to or openly negative to at least some of the objectives of the program. In the second year, it was subsequently decided that various group interaction procedures be used to develop a student attitudinal climate which was more directly supportive of program objectives.

D. Work Placement Organizational Procedures

The major difficulties encountered in identifying employers who would accept our students for afternoon work resulted in the development of a massive campaign of community involvement designed to familiarize citizens in the Santa Monica area with our program and its work placement needs.

I. INTRODUCTION

The present paper reports the description and evaluation of a work-study program for male, potential dropouts, which was established in the Santa Monica High School in the Fall of 1960 and conducted during the school year of 1960-61. The program was jointly planned and administered by the Santa Monica Public School System and the Youth Studies Center of the University of Southern California.

The program description will be based upon (a) formal evaluative statistics descriptive of the attitudes and behaviors of the thirty work-study program students and of thirty control students who remained in regular classes, and also upon (b) supplemental observational and interview data descriptive of operational elements of the experimental program alone. This paper will report upon the results of the formal evaluation of the program and also describe the use of the formal evaluative data and the supplemental data, in combination, to identify modifications in program procedure designed to improve its overall effectiveness for possible introduction in the 1961-1962 program.

The same work-study program has been extended through the current school year of 1961-62. It is planned that the analyses of it's results will be completed during the Fall of 1962 and a more comprehensive report developing a comparative review of the results of the 1960-61 and 1961-62 programs will then be released.

In a previous paper,[1] evaluation of a similar exploratory program for potential dropouts was reported. The program was operative from February 1960 to June 1960 and differed from the regular school program in four main areas:

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[1] Langdon E. Longstreth, et al, Evaluation of a Special Program for Potential Dropouts, Research Paper No. 4, Los Angeles: Youth Studies Center, University of Southern California, 1961.

(1) a vocationally-oriented curriculum was established; (2) a single male teacher provided all instruction in basic subjects in the morning; (3) the teacher-pupil ratio was low, 1:15; (4) the students worked on a job outside the school each afternoon, for which they received school credit as well as pay.

II. PROGRAM CHARACTERISTICS AND RATIONALE

The 1960-61 experimental program was differentiated from the regular school environment in seven major areas. These seven characteristics were not arrived at haphazardly, but were based on certain assumptions concerning environmental and personality characteristics of the typical potential dropout of high school age. For purposes of expository convenience these assumptions may be summarized under five major headings. Following the discussion of each assumption, its operational counterpart in terms of the seven program characteristics will be described.

Assumption 1: <u>There should be provision for opportunities of academic success</u>. One of the more reliable characteristics of dropouts is a poor academic history. A number of studies have also found that poor academic performance of the dropout cannot easily be attributed to low intelligence (see Longstreth, 1961a for a review of dropout studies). This is particularly true for the present study since the average IQ of the potential dropouts was 96. 2, with a range of 87 to 113. Thus factors other than intelligence are usually suggested for the potential dropout's low academic performance. One of the most frequent suggestions (and probably one of the most valid) is that the potential dropout is not <u>motivated</u> to perform well in academic subjects. Suggested reasons for low motivation need not concern us unduly at this time. They usually are attributed to the student's background, specifically with such factors as are found to be associated with low socio-economic status, or with previous school experiences of a negative nature.

It seems clear, therefore, that a reasonable line of argument would be the following: academic success requires effort, and effort requires interest and motivation. Since no attempt was made to modify motivation by manipulating the students' family background, it follows that such efforts must be directed toward the students themselves and the school environment. Therefore, a curriculum was developed which was designed to appeal to the assumed interests of the typical male potential dropout. Three courses were ultimately developed: Mathematics, English, and Social Studies. One full month during the summer was devoted to the planning of this curriculum. A Professor of Education at the University of Southern California acted as consultant to Center staff and school personnel in this planning. Also of assistance were the results of the exploratory program of the previous semester. One major goal of the curriculum was to orient the subject matter of each course towards the existing interests and skills of the students. For example, the first "unit" of social studies was concerned with life adjustment; the second with occupations and careers; the first unit in mathematics was concerned with purchasing, banking, insurance, etc. A second major goal was to assign lessons on an individual basis rather than on a group basis in order to account for individual differences and thus to maximize the possibility of success. The effects of boredom and short attention span were minimized in several ways: visual aids, tape recorders, and films were freely used; reading-laboratory instruction and a tachistoscope were used to correct serious reading difficulties; outside speakers were utilized to talk about various aspects of work experience outside school.

In summary, then, the first characteristic of the program was a curriculum designed to motivate and interest the students.

Assumption 2: There should be initial acceptance of certain pre-existing patterns of deviant behavior. One behavioral characteristic of the potential dropouts was a record of deviant behavior which had brought them into contact with

school authorities again and again. It was judged unlikely that these behavior patterns could be modified during the early weeks of the program. It was also noted that traditional school disciplinary practices were not particularly successful with these students. One line of reasoning was that the potential dropout must learn to like school before deviant behavior patterns are likely to change. It was also reasoned that it was better to tolerate some deviancy and keep the student in school rather than maintain strict discipline and lose the student. For these reasons, a second major characteristic of the program was a permissive philosophy regarding deviant behavior. Such behavior was considered on a relative-individual basis rather than on an absolute-group basis. That is to say, deviant behavior was judged in terms of the offender's own past history, not solely in terms of group standards. Thus a student showing improvement in deportment, even though far below the school norm, was considered to be manifesting desirable changes in behavior. It would be erroneous, however, to conclude that all deviant behavior was tolerated. Four boys were removed from the program due to serious deviancy indicative of deterioration rather than improvement. Three control students were removed for similar reasons.

One result of this permissive philosophy was that it rendered certain records useless from an evaluative viewpoint. For instance, truancy and tardiness rates were not compared between experimental and control students, since the standards were lower in the special program. Likewise, grades could not be meaningfully compared, since once again different standards were employed.

Assumption 3: There should be recognition and reinforcement of certain lower-class norms. McCandless (1961) states, "One cannot escape the conclusion that the gap in values between middle-class teachers and lower-class children is enormous" (p. 466). Cohen (1955)

makes a similar statement. Social psychologists have long known that cohesive groups (i.e., members possessing a similar value system) are more likely to obtain their goals than noncohesive groups. McCandless states it succinctly: "Shared values facilitate communication; disparate values estrange people from one another" (p. 466). Therefore, it was reasoned that reinforcement of certain dominant lower class norms on the part of the school would increase the incentive value of the school in the eyes of the potential dropouts; i.e., that such reinforcement would result in greater cohesiveness between the school and the students.

A need-system assumed to be characteristic of the lower socio-economic male, and therefore of the typical potential dropout, is a certain "maleness" or masculinity, manifested in such terms as aggressiveness, direct sexuality, thrill-seeking, and an orientation towards immediate vocational goals rather than long-range academic goals (Bandura and Walters, 1959). Reinforcement of the first three manifestations appeared to be challenging but complicated and therefore was not attempted. However, the fourth manifestation-orientation towards immediate vocational goals - seemed to offer possibilities. Therefore, an attempt was made to obtain employment for each experimental student in the afternoons. These jobs were obtained by school and Youth Studies Center personnel in the Santa Monica community, with some subsidization provided by the Center (see page 41 for a fuller discussion of employment procedures). Not only were the students paid for their work, but school credit was also given, so that enough credits could be obtained to allow graduation near the customary age.

A third major characteristic of the program, then, was afternoon employment. In addition to accomplishing the above goals, it was assumed

that employment would also give the students an opportunity to learn good work habits which would increase their job proficiency after leaving school.

Assumption 4: <u>There should be a stable teacher-pupil relationship</u>. It was reasoned that close association between student and teacher would have a number of advantages. First, informal modeling of the teacher by the student would be facilitated by such association. Second, the teacher would develop a greater understanding of each student than would be possible in the regular school program, where a different teacher taught each course. Therefore, three additional characteristics of the program were (1) a single male teacher taught all three courses in each of the two experimental classes, (2) the pupil-teacher ration was kept low: 15 to 1 in both classes, and (3) the two teachers had previously demonstrated an interest in this kind of student.

Assumption 5: <u>There should be a socially-acceptable outlet for reactions to school frustrations</u>. The reasoning here was that potential dropouts have experienced a history of frustration with the school system. Frustration, compounded with membership in the lower classes, breeds overt or covert aggression, thus contributing to the deviant behavior of potential dropouts. Deviant behavior interferes with adequate school performance, both on an academic and inter-personal basis, thus resulting in more frustration and establishment of a vicious circle. It was reasoned that if aggression could be expressed in such a way as not to interfere with school performance, the cycle would be weakened. Therefore, a counselor was assigned to the program whose main responsibility was to be <u>immediately available</u> for counseling with the 30 experimental students. His function was that of a detached, impartial

adult to whom the students could communicate their feelings of frustration without fear of reprimand or counteraction. Thus a seventh characteristic of the program was the immediate availability of a counselor.[2]

To summarize, then, five main assumptions about the potential dropout led to the development of a program with seven major characteristics: (1) a practically-oriented curriculum, (2) a permissive philosophy regarding classroom deviancy, (3) afternoon employment, (4) a single male teacher in each experimental class, (5) interested teachers, (6) a low pupil-teacher ratio, and (7) immediate availability of a counselor.

III. CHARACTERISTICS OF THE STUDENTS

The primary criterion for inclusion in the work-study program was a constellation of factors which might be termed the "drop-out syndrome". The syndrome consisted of a school record of excessive tardinesses and truancy, disturbances in class, academic retardation, and poor grades (grades the previous year were no better than a D average for academic courses). The final decision as to whether or not a candidate possessed the "syndrome" was made at committee meetings attended by Youth Studies Center personnel, school guidance personnel, deans of boys and principals of the schools concerned. This committee studied all school information that would help provide a judgmental basis for the classification.

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[2]As part of the basic research phase of the Critical Factors Project, interviews with 300 Santa Monica Junior and Senior High School students revealed that the major function of the regular school counselor, as seen by most students, was that of a program planner. The counselor was not generally considered to be a person to whom a student might go to seek advice regarding personal problems developing in the school setting. Fred J. Shanley, et al., Comparative Study of Factors Influencing the School Adjustment of Adolescents - A Preliminary Report, Research Paper No.2, Youth Studies Center, University of Southern California.

Age, IQ and grades the previous year were held as homogeneous as possible. Table 1 presents means and ranges for these variables for experimental and control students. In addition, grade last attended was held homogeneous within the two experimental classes. Thus all students in one class had previously been enrolled in the 9th grade, and all students but one in the other class had previously been enrolled in the 10th grade.

TABLE 1

Means and Ranges of Age, IQ, and Grades of Experimental and Control Students

Group		Age	IQ[1]	Grades[2]
Experimental	$\bar{X}$:	15.7	96.2	D
	Range:	14.4-17.6	87-113	C-F
Control	$\bar{X}$:	15.7	97.2	D
	Range:	14.3-17.9	87-110	C-F

[1]Determined by California Test of Mental Maturity, administered yearly by the school.

[2]Grades in academic courses only.

Candidates were excluded if there was evidence of severe personality maladjustment (i.e., referrals to psychiatric clinics for serious disturbances) or if there was evidence suggesting the boy was unemployable (i.e., a record of very unsatisfactory job experiences or marked physical immaturity).

Candidates were classified as either "aggressive" or "passive". Aggressive candidates had long records of school difficulties, e.g.

defiance of teachers, fighting, swearing, smoking on school grounds, etc. Passive candidates had few or no records of disruptive social behavior in school.

The final group of candidates eligible for the program were grouped into pairs, being matched on the basis of IQ (within 5 points), age (within 6 months), race, aggressive or passive category, school last attended (one of three schools), and grade last enrolled in. Approximately 45 pairs were formed. These were divided into two groups: aggressive pairs and passive pairs. One member of each pair was then randomly selected for the work-study program, with the restriction that the number of aggressive and passive boys remain approximately equal. The other member of each pair was designated to remain in the regular school program.[3]

Students selected for the work-study program were first contacted and told they could participate in the program if they wished. The Dean of Boys from the school last attended by the candidate then contacted the parents (or guardians) to explain the nature of the program and to secure their permission. There were a total of 10 refusals, by either the students or adults. Substitutes were then contacted from extra pairs until 30 students were enrolled in the experimental program.

IV. EXPERIMENTAL DESIGN AND EVALUATION PROCEDURES

The main hypothesis to be evaluated was that exposure to the expanded work-study program would result in behavioral and attitudinal changes which are consistent with improved social adjustment in the

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[3]Nine of the thirty experimental students were from the exploratory class of the previous year who indicated a desire to continue in the special program. It was judged unwise to disappoint them in this regard, so that a random sampling procedure could not be used for these nine pairs.

school setting that would not have occurred, or would have occurred to a lesser degree, with no exposure to the program. This hypothesis may be operationally stated as follows: for each measurement of social adjustment in the school setting, the thirty students would manifest a greater positive change than the thirty control students.

A second hypothesis to be evaluated was that exposure to the program would result in attitudinal and behavioral changes that were not specific to the school setting. More specifically it was hypothesized that the program would effect positive changes in student self-evaluation (measured by psychometric data) and in social adjustment outside school (measured by police contact incidence).

In order to test the main hypothesis, (1) dropout data, and (2) interview data regarding school attitudes were obtained at the beginning and at the end of the school year. To test the second hypothesis, (3) psychometric data, and (4) police data were obtained.

A. Dropout Data

Dropout data were classified into four categories: (1) voluntary dropout (VDO : withdrawal from school, with decision made by student or family); (2) involuntary dropout (IDO: school rejection because of serious rule violation); (3) voluntary transfer (VT: transfer to another school system with decision made by student or family); and (4) involuntary transfer (IT: transfer made at request of school).

The frequency of each dropout type is presented in Table 2, separately for experimental and control students, and for aggressive and passive students. The following distinction between VDO and transfer was made: after school withdrawal, if another school requested the student's cumulative record, he was defined as a transfer; if no request was received, he was defined as a dropout.

TABLE 2

Dropout Frequencies for Experimental and Control Students

Category	Experimental Students			Control Students		
	AGG	PASS	TOTAL	AGG	PASS	TOTAL
VDO	2	1	3	7	2	9
IVO	3	1	4	0	3	3
VT	2	4	6	0	0	0
IT	1	0	1	1	0	1
TOTAL	8	6	14	8	5	13

Seven experimental students and twelve control students dropped out of school during the 1960-61 period, representing twenty-one percent of the total experimental group and thirty-six percent of the total control group. [1]

In considering the involuntary dropout classification, we find that twelve percent of the experimental group were forced out of school (IVO) because of very serious rule violations while nine percent of the control group were similarly forced from school.

The frequency of voluntary dropouts is of considerable interest, since this category represented student dissatisfaction with school to the point where it led to voluntary withdrawal. Three experimental and nine control students voluntarily dropped, or nine percent of the experimentals and twenty-seven percent of the controls.

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[1] The total experimental and control group frequencies upon which these dropout proportions are based are 33, rather than 30. During the first month of the program, one experimental student transferred to another school system, and two experimental students were removed from the work-study program because of parental or student concern over inability of program staff to place the students on jobs. Since a number of other students wished to enter the program, three experimentals were added, and three matching controls identified, increasing total group frequencies to 33.

Certain considerations suggested an additional analysis within the voluntary dropout classification. One of the characteristics defining the program was afternoon employment. Only twenty-five percent of the students were employed after the third week of classes, due, in part, to an economic recession in the community. This work placement problem was not brought under control for two and a half months (about December 1st), when eighty-three percent of the students were employed. Only then did the program approach a fully operative condition in both its work and classroom aspects. Assuming that this condition might significantly influence dropout rates, total dropout statistics and voluntary dropout statistics were again computed, excluding dropouts that occurred during the time interval when the work experience aspect of the program was operating less effectively. For the revised <u>total</u> dropout classification, five experimental students (sixteen percent) ten control students (thirty-two percent) dropped from school after December 1st. For the revised <u>voluntary</u> dropout classification, one experimental student (three percent) and eight control students (twenty-five percent) dropped from school after that date.

The differences between proportions of dropouts for experimental and control groups which have been developed by the various classifications of the dropout statistics described above were tested for significance using chi-square (corrected for continuity), in order to provide a statistical measure of the relative holding power of the work-study program and of the regular school program. The results of these tests are as follows:

Type of Dropout Statistic	Exper. Dropout Percent	Exper. Dropout Fraction	Control Dropout Percent	Control Dropout Fraction	Chi-Square	Signif-cance Level
Total Dropout	21	7/33	36	12/33		NS
Involuntary Dropout	12	4/33	9	3/33		NS
Total Vol. Dropout	9	3/33	27	9/33		NS
Revised Tot. Dropout	16	5/31	32	10/31		NS
Revised Vol. Dropout	3	1/31	25	8/32	4.45	$P < .05$

For the <u>total</u> dropout proportions listed above, the statistical tests of differences revealed that the relative holding power of the work-study program was not significantly greater than that of the regular school program. For the revised <u>voluntary</u> dropout proportions, the relative holding power of the work-study program was found to be significantly greater than that of the regular school program.

B. <u>Interview Data</u>

Each experimental student and control student was interviewed at the beginning of the 1960-61 school year. Interviews were completed by mid-October. The purpose of this interview was to obtain verbalizations regarding school attitudes towards the previous year (1959-1960). Each student (excluding some of the dropouts) was interviewed a second time near the end of the 1960-1961 school year (May and June, 1961). The purpose of this second interview was to measure attitudes toward the current school year.

The two interviews were identical except that, on the second interview, questions were re-phrased to refer to the current year instead

of the previous year. Each interview took about 20 minutes, and all interviews were conducted by Youth Studies Center personnel. Students were interviewed privately in the school, in a room set aside for this purpose. Questions consisted of two general types, rating scales and open end. The former questions required the student to indicate his attitude on a rating scale from one to ten, or from one to five. The latter questions were open-ended, and the student's reply was copied as near verbatim as possible. A copy of the interview form is included as Appendix A.

1. Rating Scale Questions - The nine questions requiring a rating are presented in abbreviated form in Table 3, along with mean ratings of experimental and control students on both interviews.

TABLE 3

Mean Responses to Rating Scale Questions[4]

Questions (summarized)	Experimental		Control	
	pre	post	pre	post
1. General enjoyment of school	4.6	3.5	5.0	4.8
2. Teacher enjoyment of classes	4.9	2.9	3.5	3.7
3. Teacher understanding	5.0	2.5	3.9	4.0
4. Teacher interest in students	4.4	2.4	3.7	3.6
5. Teacher ability	4.0	2.4	3.0	3.4
6. How much you learned	4.0	4.4	5.4	4.9
7. How much you studied	5.6	5.2	6.7	6.0
8. Importance of courses	3.7	3.5	3.7	3.7
9. Counselor understanding	4.4	2.3	3.9	3.4

[4]Larger means indicate poorer attitudes; questions 2-6 and 8 refer to academic courses only.

On all questions except number six, the student indicated his answer on a scale of one to ten. A 5-point scale was used on question six. In terms of the analysis, a rating of one indicated an extremely positive attitude; i.e., the teacher enjoyed their classes very much, the core courses were very important, etc. A rating of ten indicated an extremely negative attitude.

In the specific analyses of interview questions to follow, the general hypothesis tested was that experimental students manifested a greater shift towards improved school attitudes from the first to the second interview than control students. An analysis of variance model was used for the statistical evaluations. Thus F-ratios provided the statistical basis for inferences concerning the significance of the findings. Findings were considered to be significant if corresponding F-ratios were larger than that which would be expected by chance five times or less out of 100 replications. That is, if the chance probability of obtaining an F-ratio as large or larger than the obtained F-ratio was less than five in 100 ($p < .05$), the obtained F-ratio was considered significant. Summary tables of each analysis of variance are presented in Appendix A, pages 59-62.

The first question evaluated was whether or not experimental students improved more than control students from the first to the second interview, considering the nine rating-scale questions combined. Two scores were therefore, computed for each student: the mean of his nine ratings on the first interview and the mean of his nine ratings on the second interview. These data were available for 25 experimental and 25 matched control students. There were 13 aggressive and 12 passive classifications in each group. These means are presented in Figure 1,

separately for experimental (x marks) and control students (hollow circles), and separately for aggressive (solid lines) and passive students (broken lines).

Figure 1 indicates (1) a general improvement in attitudes from the first to the second interview for all groups, (2) more improvement for experimental students than for control students, and (3) most improvement of all for experimental-aggressive students.

These observed trends were evaluated for statistical reliability by use of a 3-way "mixed" analysis of variance. The three factors evaluated were interview (first vs second), school program (experimental vs control students), and personality classification (aggressive vs passive). A summary of this analysis is presented on page 59 (Appendix A).

The F-ratio for interview was 14.1, and the probability of obtaining a statistic this large or larger as a result of chance is less than one in a thousand ($p < .001$). It may therefore be concluded with considerable confidence that there was a general improvement in school attitudes from the first to the second interview for the 60 students considered as a total group.

The F-ratio for the interview by school program interaction was 9.3, $p < .005$. This statistic indicates that changes in ratings from the first to the second interview were significantly different for experimental and control students, and confirms the trend shown in Figure 1, which indicates greater improvement for experimental students.

The F-ratio for the interview by personality classification interaction was 4.3, $p < .05$. This statistic indicates that changes in ratings from the first to the second interview were significantly different for the two personality classifications (aggressive vs passive). Figure 1 reveals

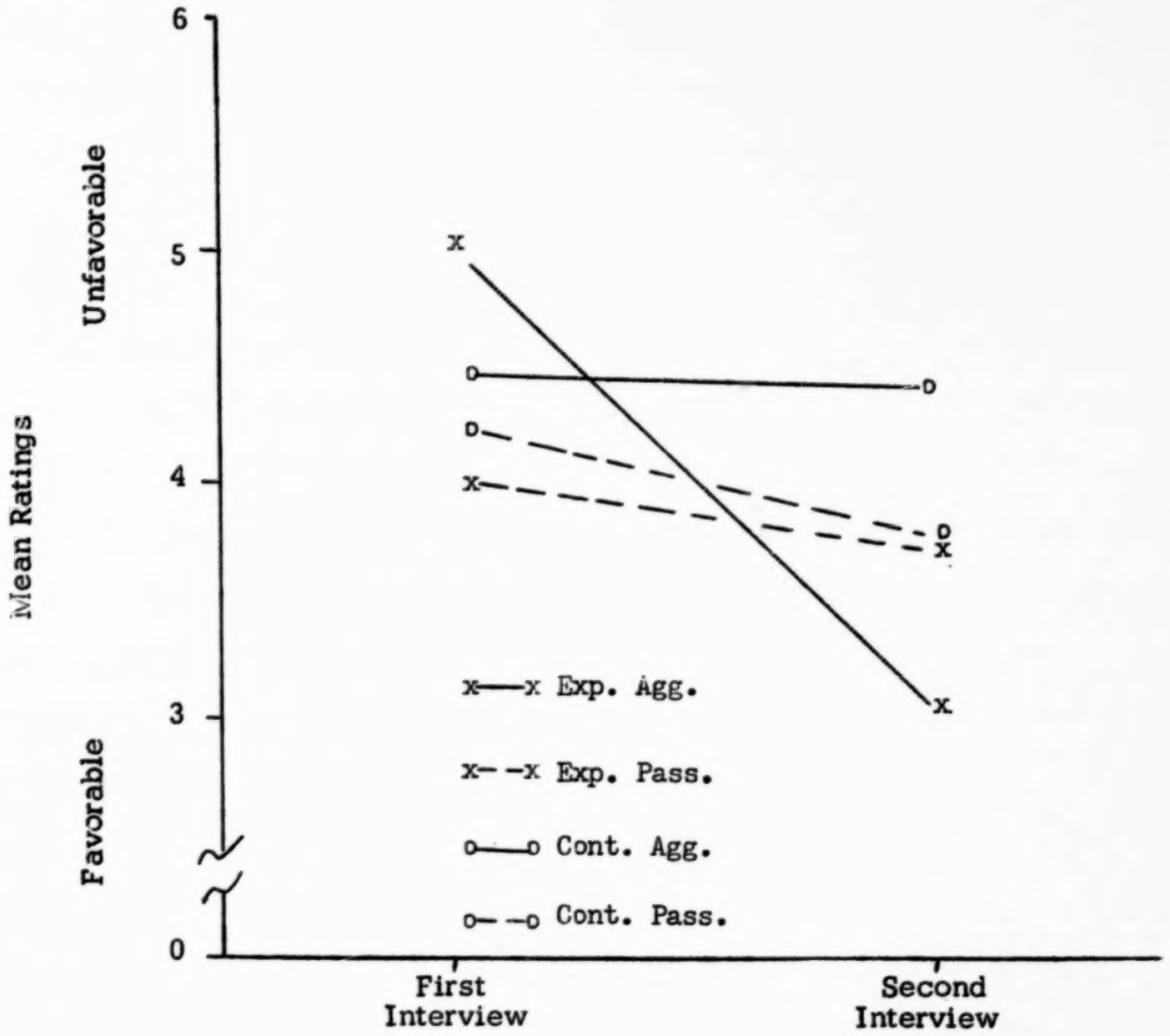

Figure 1. Mean of nine ratings on the first and second interviews.

the nature of this difference, where it may be seen that aggressive students improved slightly more than passive students.

Finally, the F-ratio for the interview by school program by personality classification interaction was 9.3, $p < .005$. This statistic indicates that the general improvement in school attitudes (finding 1) was greater for one particular group than it was for the other three groups. Figure 1 indicates that this group was the experimental-aggressive students, who improved (significantly) more than any other group.

One may summarize this analysis of the rating-scale questions by stating that there was a general improvement in attitudes, that experimental students improved more than control students, that aggressive students improved more than passive students, and that experimental-aggressive students improved more than any other group.

These questions were also examined individually, in order to ascertain which questions contributed most to the greater improvement of experimental students. As Table 3 indicates, experimental students manifested greater improvement on all questions except six and seven, and the superiority of control students on these two questions was not marked. Table 3 also indicates that questions 1, 2-5, and 9 differentiated most between experimental and control students. Analyses of variance confirmed these observable trends, with experimental students improving significantly more than control students on questions 2-5 (combined) and question 9 ($p < .025$) and almost significantly more on question 1 ($p < .10$).

A final analysis of rating-scale questions was concerned with differential improvement as a function of teacher characteristics. Mean ratings were compared for the two experimental classes, with all nine questions combined. No evidence of differential improvement in the

two classes was found. As a more sensitive measurement of teacher effects, means of ratings to question 2-5 were compared, since these questions dealt specifically with teacher characteristics. Again no evidence of differential improvement in the two classes was found. It may be concluded, then, that both experimental classes were equally effective as far as influencing responses to these questions are concerned.

2. Open End Questions - There were eight qualitative questions on each of the two interviews. Their contents are summarized below:

1) Things liked best about school and why.

2) Things liked least about school and why.

3) Reason for not learning more (this question was asked only if the student indicated he learned very little).

4) When you expect to leave school.

5) When you would <u>like</u> to leave school.

6) Plans after leaving school.

7) Whom you go to for help with personal problems.

8) Why didn't you go to your counselor (this question was asked only if his answer to question 7 indicated he did not go to his counselor).

It was impossible to analyze the responses to these questions in the manner adopted for the rating-scale questions, due to the great variablility of response content. The frequencies of responses within content categories for a given question were usually too small to justify the use of tests of significance. For those questions where response frequencies within a given content area were high enough to suggest some group trend, there were usually no differences between experimental and control students. For those questions where a substantial difference <u>was</u> observed, it was almost invariably indicative of a greater positive attitudinal change for experimental students than for control students.

For instance, the first question was concerned with things liked best about school. The most frequent response category was "everything" or "school in general". Table 4 presents the frequency of this response category for the first and second interview, separately for experimental and control students, and separately for aggressive and passive students.

TABLE 4

Frequency of Response of "Everything" (or equivalent) to the Question, "What did you like most about school?"

	First Interview			Second Interview		
	Aggressive	Passive	Total	Aggressive	Passive	Total
Exp.	2	1	3	4	6	10
Control	1	1	2	3	1	4

The number of experimental students replying to this question with "everything" (or equivalent) increased from 11% (first interview) to 37% (second interview), while the corresponding percentages for the control group were 8% (first interview) and 16% (second interview).

The second question was concerned with things liked least. The most frequent response category involved the naming of a specific teacher, such as "my math teacher". Table 5 presents the frequency of this response for experimental and control groups.

The number of experimental students responding to this question by indicating a specific teacher decreased from 29% to 11%, while the number of controls increased from 13% to 25%.

TABLE 5

Frequency of Response Indicating a Specific Teacher to the Question, "What did you like least about school?"

	First Interview			Second Interview		
	Aggressive	Passive	Total	Aggressive	Passive	Total
Exp.	5	3	8	1	2	3
Control	2	1	3	2	4	6

As a final example of responses to qualitative questions which tended to differentiate experimental and control students, question 7 may be examined. This question asked the student to indicate who he went to for advice regarding personal problems. The most frequent answer was "my school counselor". Table 6 presents the frequency of this response for experimental and control groups.

TABLE 6

Frequency of Response Indicating "My Counselor" to the Question, "Who did you go to for advice on problems of a personal nature?"

	First Interview			Second Interview		
	Aggressive	Passive	Total	Aggressive	Passive	Total
Exp.	3	3	6	5	6	11
Control	4	1	5	2	3	5

The number of experimental students seeking advice from their counselor almost doubled from the first to the second interview, while the number of control students remained lower and unchanged.

3. Summary of Interview Data - The interview data clearly indicated that the work study program resulted in more positive attitudinal

changes toward school than the regular school program. This trend was most apparent in responses to the rating scale questions, but was also apparent in responses to open end questions. Attitudes toward school in general, toward the special-class teachers, and toward the work-study program counselor contributed most to the superior attitudinal improvement of the experimental students. It should be noted, however, that the attitudes of experimental students did not shift definitely in a positive direction in three question areas, i. e. "how much you learned", "how much you studied", and the "importance of courses." It was also noticeable that the work-study program resulted in greater attitudinal improvement for the aggressive students than for the passive students.

C. Police Data

Police records for experimental and control students were examined on the assumption that the incidence of police contact would provide an index of social adjustment outside the school setting. Data were obtained for two fourteen-month periods: the fourteen months preceding onset of the experimental program, (to be referred to hereafter as Period I) and the fourteen months beginning with activation of the program (Period II). Police contacts were classified into two general categories, that is, total number of contacts (exclusive of traffic offenses) and total number of court petitions filed.

The total number of students with police contacts for the experimental group and the control group for the two fourteen month periods are shown in Table 7.

TABLE 7

Number of Students with Police Contacts in Periods I and II

Experimentals		Controls	
No. Students Period I	No. Students Period II	No. Students Period I	No. Students Period II
8	10	11	8

For students with police records, the change in police contact incidence was also determined, as shown in Table 8.

TABLE 8

Change in Police Contact Incidence for Students

Police Contact Trend	No. Exper. Students	No. Control Students
Increase in Contact Period I and II	8	4
Decrease in Contact Period I and II	4	5
Same Number of Contacts	2	1

Records were also checked regarding the number of experimental and control students for whom a juvenile court petition had been filed as described in Table 9.

TABLE 9

Number of Students with Petitions in Periods I and II

Experimentals		Controls	
No. Students Period I	No. Students Period II	No. Students Period I	No. Students Period II
1	5	5	3

In each of the tables reported above, an increase in the incidence of police contact (or petition) for the experimental group between Periods I and II is to be noted, and a decrease in incidence for the control group. Application of statistical tests to the differences in frequencies from Period I to II for the various tables revealed that these differences were not statistically significant.

It is instructive to consider the absolute number of experimental and control students with police contacts (excluding traffic offenses) in order to dispel any doubt that these students were a problem group. Forty-seven percent of the experimental students and forty percent of the control students developed records over the twenty-eight month period.

It is also interesting to note that the aggressive student made a much greater contribution to the incidence of police contact than did the passive student. Over the entire twenty-eight month period, sixty percent of the experimental aggressives and sixty-five percent of the control aggressives had police contact, while thirty-three percent of the experimental passives and eight percent of the control passives had police contacts. These figures also provide additional evidence regarding the validity of the aggressive-passive categorization of students for the work-study program.

In summary, then, increases in frequency of police contact and court petitions from Period I and II were noted for experimental subjects, with decreases noted for control subjects. These differences were found to be statistically non significant. Nonetheless, the general pattern of findings made emphatically clear that the work-study program did not achieve its objective of reducing formal delinquent behavior outside the school setting.

D. Psychometric Data

Three psychometric instruments were administered to experimental and control students at the beginning and again at the end of the academic year. These were (1) the California Test of Personality, Intermediate Level, 1953 Revision (Thorpe, et al, 1953), (2) a self-concept scale, and (3) the Social Reactions Test (Schroder and Hunt, 1957). The rationale for administering these tests was twofold: to obtain some measurement of initial general adjustment of students at the beginning of the year, and to determine if exposure to the work-study program resulted in adjustment changes different from those of students in the control group. Each instrument will be discussed in terms of these two goals.

It should be observed that none of these instruments were designed to specifically measure attitudes toward school (except for one 15-item scale in the California Test of Personality and one scale in the Social Reactions Test). Thus their evaluative role in the present study is secondary to the dropout data and the interview data. No enduring personality changes were expected after nine months exposure to the work-study program. Nor is there sufficient evidence that these psychometric instruments can reliably detect changes in personality. Therefore, it may reasonably be argued that use of the instruments in the present study provides information relevant to the validity of the tests as much as it does for the effectiveness of the program being evaluated.

1. California Test of Personality (CTP) - The CTP, Intermediate Level, 1953 Revision, was administered to experimental and control students in the fall and again in the following spring. The test consists of twelve 15-item scales, yielding twelve individual adjustment scores, two subscores, and one total score. The two subscores are determined by answers to two groups of six scales each. These two groups are labeled Personal Adjustment and Social Adjustment. The six scales defining the Personal Adjustment scale are labeled Self-reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Withdrawing Tendencies, and Nervous Symptoms. The six scales defining the Social Adjustment scale are labeled Social Standards, Social Skills, Anti-social Tendencies, Family Relations, School Relations, and Community Relations.

The general evaluation procedure was to consider only the two major subscores (Personal and Social Adjustment) and Total score. This method was suggested by the higher reliability coefficient reported for these scales. The only exception to this procedure was to evaluate the School Relations Scale, which seemed to be particularly relevant as an evaluation instrument for the experimental program.

Figure 2 presents the mean percentile scores of experimental passive and aggressive students, and control passive and aggressive students, to the Personal and Social Adjustment subscales, obtained from the first administration of the test. These percentiles were obtained by transforming mean raw scores to percentile scores determined from the normative data.

Figure 2 indicates that (a) experimental and control students were consistently below average as compared to the normative data, and (b) Social Adjustment scores were consistently lower than Personal

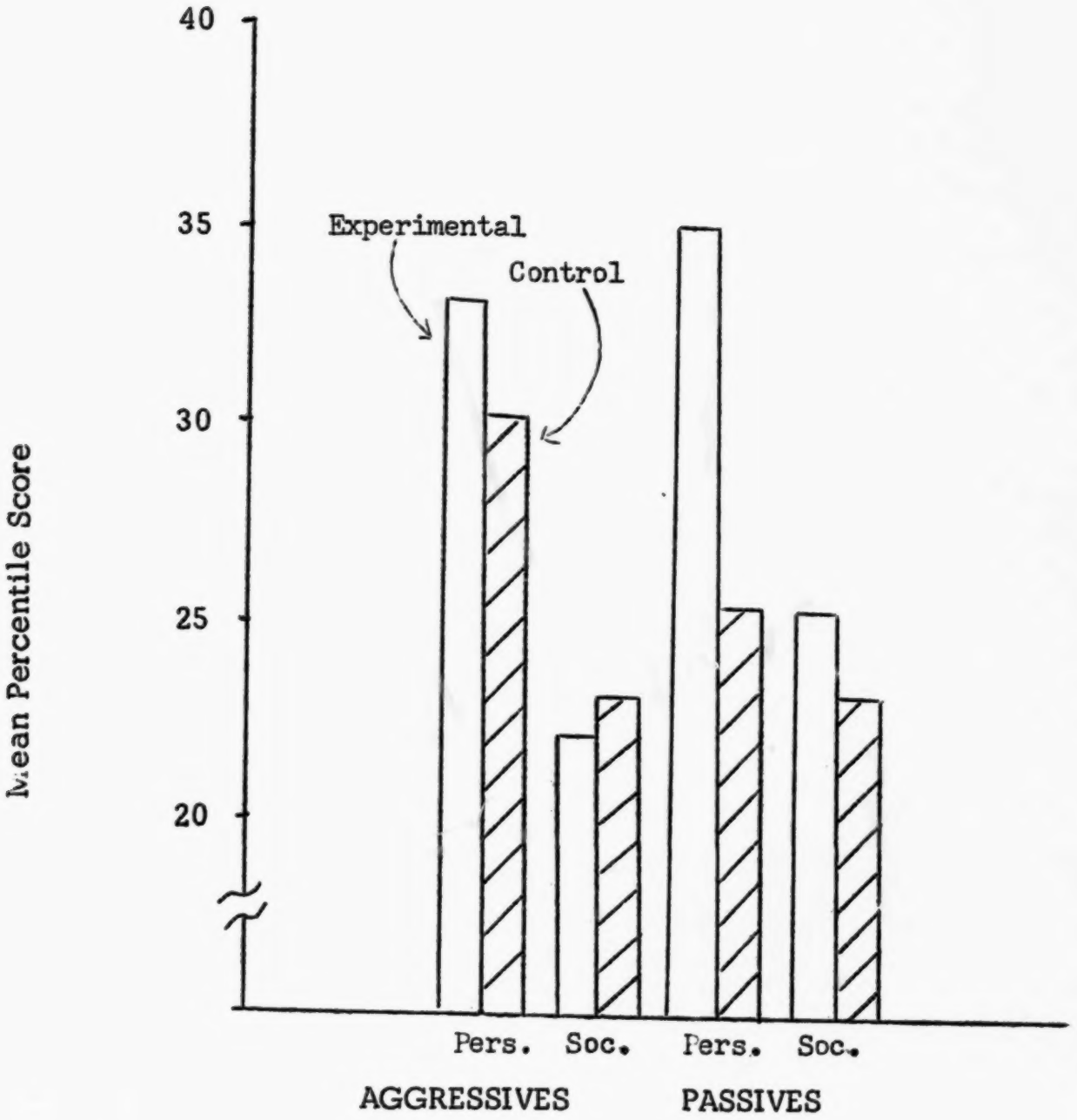

Figure 2. Mean percentile score on two sub scales of the California Test of Personality for the four groups of students.

Adjustment scores. The statistical reliability of (a) was evaluated by referring to a table in the CTP manual which lists the significance values of obtained percentile scores minus the 50th percentile of the normative data. It may be concluded from this table that the mean percentile values of all four subgroups of students represented in Figure 2, for both Personal Adjustment and Social Adjustment, were significantly below the 50th percentile of the normative data ($p < .05$).

The statistical reliability of (b) was evaluated by converting percentile scores to standard scores (SS). Each student's SS for Social Adjustment was subtracted from his SS for Personal Adjustment, and the standard error of the mean difference computed for all four groups combined. The standard error of the mean difference was .98. This value was then used to test the significance of the mean difference in standard scores between Personal and Social Adjustment scores for all four groups combined. Related $t = 3.16$, $df = 57$, $p < .01$, leading to the conclusion that students obtained significantly lower standard scores on Social Adjustment than on Personal Adjustment. This trend was then evaluated for each group separately. All groups except control-passive students manifested a significantly lower Social Adjustment SS ($p < .01$).

These findings suggest that the screening procedure possessed some validity (or, conversly, that the CTP has some validity). That is, it seems plausible to assume that students with a history of underachievement and excessive school absences would also have problems of personal adjustment (confirmed) and social adjustment (confirmed). It also seems plausible to assume that social adjustment problems would be more severe than personal adjustment problems (confirmed), for two reasons: students with very serious personal adjustment problems were excluded, and one

of the individual scales defining the Social Adjustment scale is labeled School Relations, which was also one of the factors considered in the original screening process.

Figure 3 presents mean percentiles for <u>total</u> CTP scores, separately for the two administrations of the test.[5] This figure shows (1) that aggressive students tended to manifest lower adjustment scores on the second administration while passive students tended to improve, and (2) that experimental aggressive students manifested the largest change, and in a downward direction.

The only significant shift was for experimental aggressive students (related-$t = 2.6$, $df = 7$, $p < .05$). One may ask if this decrement in total score was differentially effected by Personal or Social Adjustment scores. Figures 4 and 5 present the mean percentile scores separately for these two subscales. It is apparent that (a) experimental aggressive students manifested a decrement on both subscales, and (b) that control aggressive students manifested a similar decrement on the Social Adjustment subscale. Related t-tests of raw scores indicated that the decrements for experimental aggressive students on both Personal and Social Adjustment subscales were significant ($p < .01$, and $.05$, respectively). The decrement for control aggressive students on the Social Adjustment subscale was not significant ($p > .10$).

Responses to the two administrations of the School Relations Scale were analyzed separately because of the apparent relevance of this scale to school attitudes. No beneficial effects of the experimental program were evident. Both experimental and control students manifested

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[5]These data were obtained only from those students who remained in school for the entire academic year. N = 8 or 9.

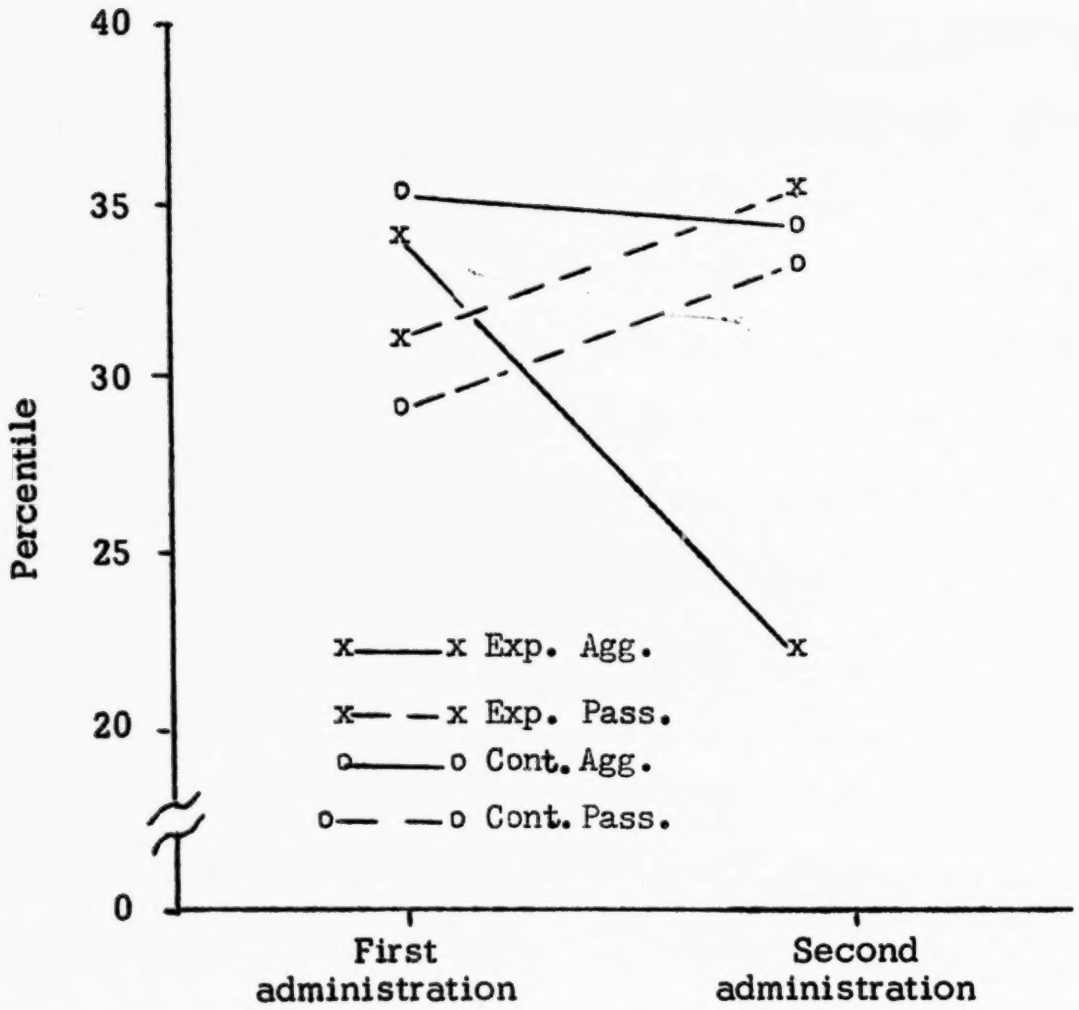

Figure 3. Mean percentiles for Total Adjustment Score on California Test of Personality for both administrations.

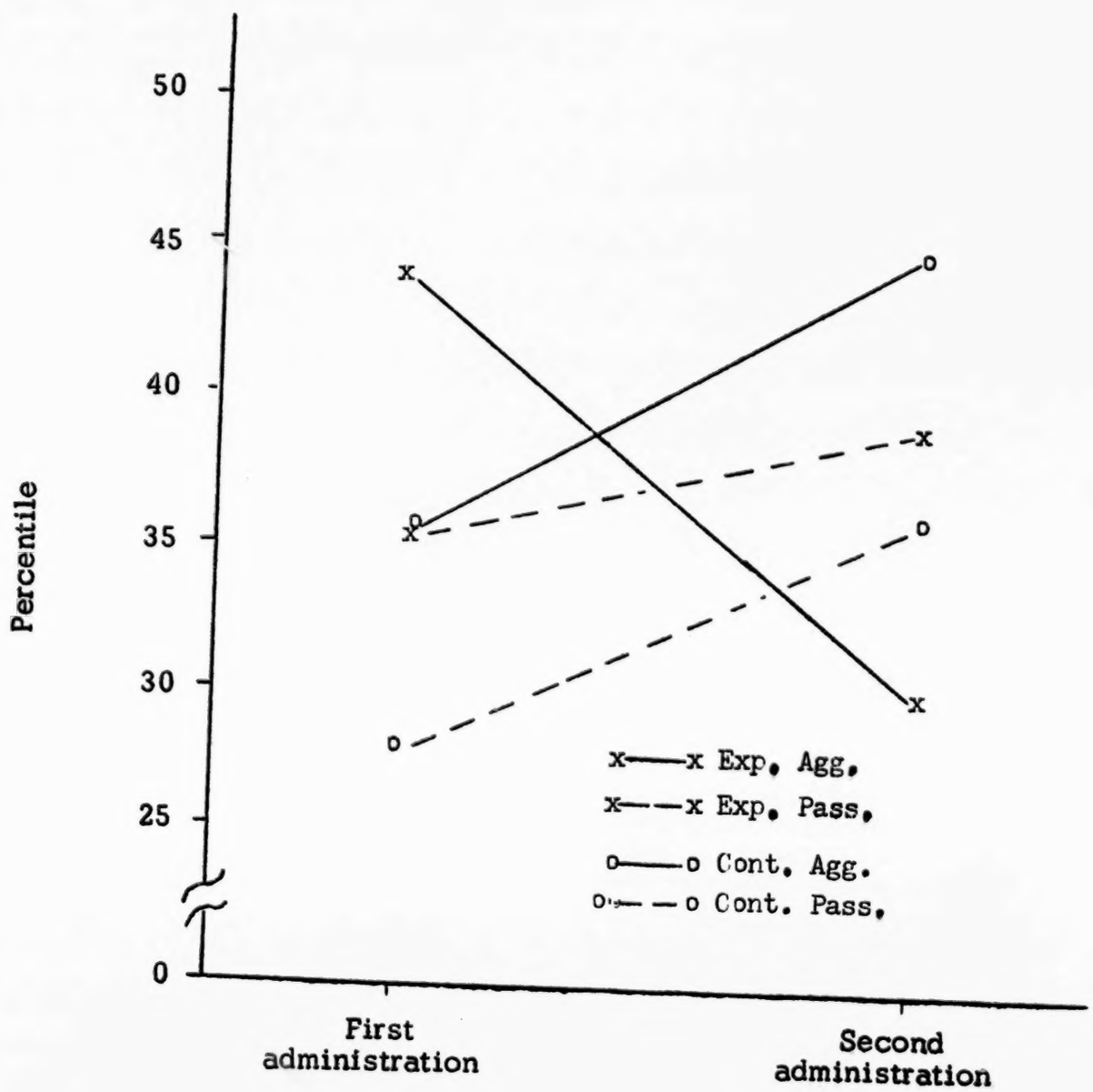

Figure 4. Mean percentiles for Personal Adjustment Score on California Test of Personality for both administrations.

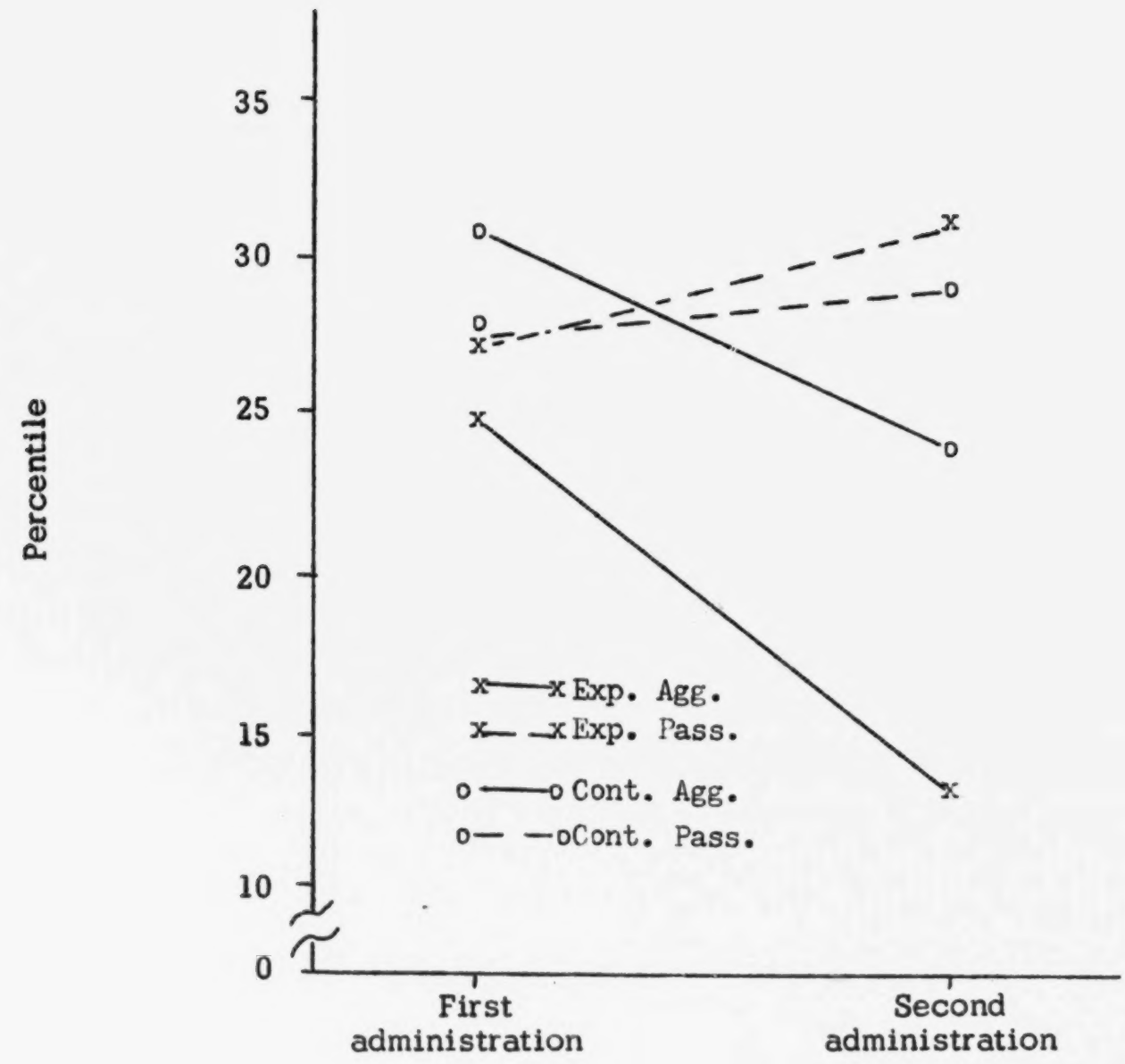

Figure 5. Mean percentiles for Social Adjustment Score on California Test of Personality for both administrations.

a slight (nonsignificant) shift toward poorer attitudes from the first to the second administration of the CTP. The magnitude of this shift was not significantly different for the two groups of students.

Summarizing results from the California Test of Personality, then, it may be concluded that (a) experimental and control students obtained total adjustment scores significantly below the mean of the standardization sample; (b) Social Adjustment scores were significantly lower than Personal Adjustment scores; (c) experimental aggressive students manifested a significant shift towards lower total adjustment scores from the first to the second administration, while no other groups did; and (d) this decrement was significant for both Personal and Social Adjustment subscores. It may be concluded that scores on the CTP gave no indication that the work-study program had a beneficial affect on adjustment as measured by the CTP, but, on the contrary, it had a detrimental effect on aggressive students who remained in the program.

2. Self-Concept Scale - A self-concept scale was administered to experimental and control students at the beginning and end of the academic year. Each student rated 22 adjectives (see Appendix B) on a five-point scale in terms of how much the adjective was descriptive of himself. Four ratings were made of each adjective, the first time in terms of how the student would <u>like</u> to be (ideal self-concept), the second time in terms of how he <u>really</u> was (self-concept), the third time in terms of how his parents (or guardians) thought he was (estimated parents' concept), and the fourth time in terms of how his teachers thought he was (estimated teachers' concept). On the first administration, students were instructed to think of their English teacher of the previous year, when all students were in the regular school program (except those who

were enrolled in the exploratory program the previous year). On the second administration, given at the end of the experimental program, students were asked to think of teachers from the current year. Thus on the second administration, experimental students based their estimated teachers' conception on knowledge of the special class teacher, while control students referred to the English teacher of the regular school program for the current year.

The first evaluative question was concerned with the comparability of ratings given by experimental and control students at the beginning of the academic year (first administration). The second evaluative question was concerned with changes from the first to the second administration. Comparisons of first and second interview ratings yielded no evidence of an effect due to the experimental program. Therefore, only ratings on the first administration will be considered. Mean rating of experimental and control students are presented in Figure 6. Two trends are apparent: (1) the differences between experimental and control students are small, and (2) both experimental and control students gave the same rank order to the four sets of ratings; i.e., ideal self-concepts were the most favorable, and estimated teachers' ratings the least favorable. Analyses indicated that experimental and control students did not differ significantly on any of the four sets of ratings. With reference to finding (2) above, it would have been interesting to check upon the comparability of ranking of the four sets of ratings for this potential dropout group and for a random sample of the total student population of the high school. Unfortunately, such data was not available.

A second, more involved analysis was carried out to investigate possible differences of a more subtle nature between experimental and

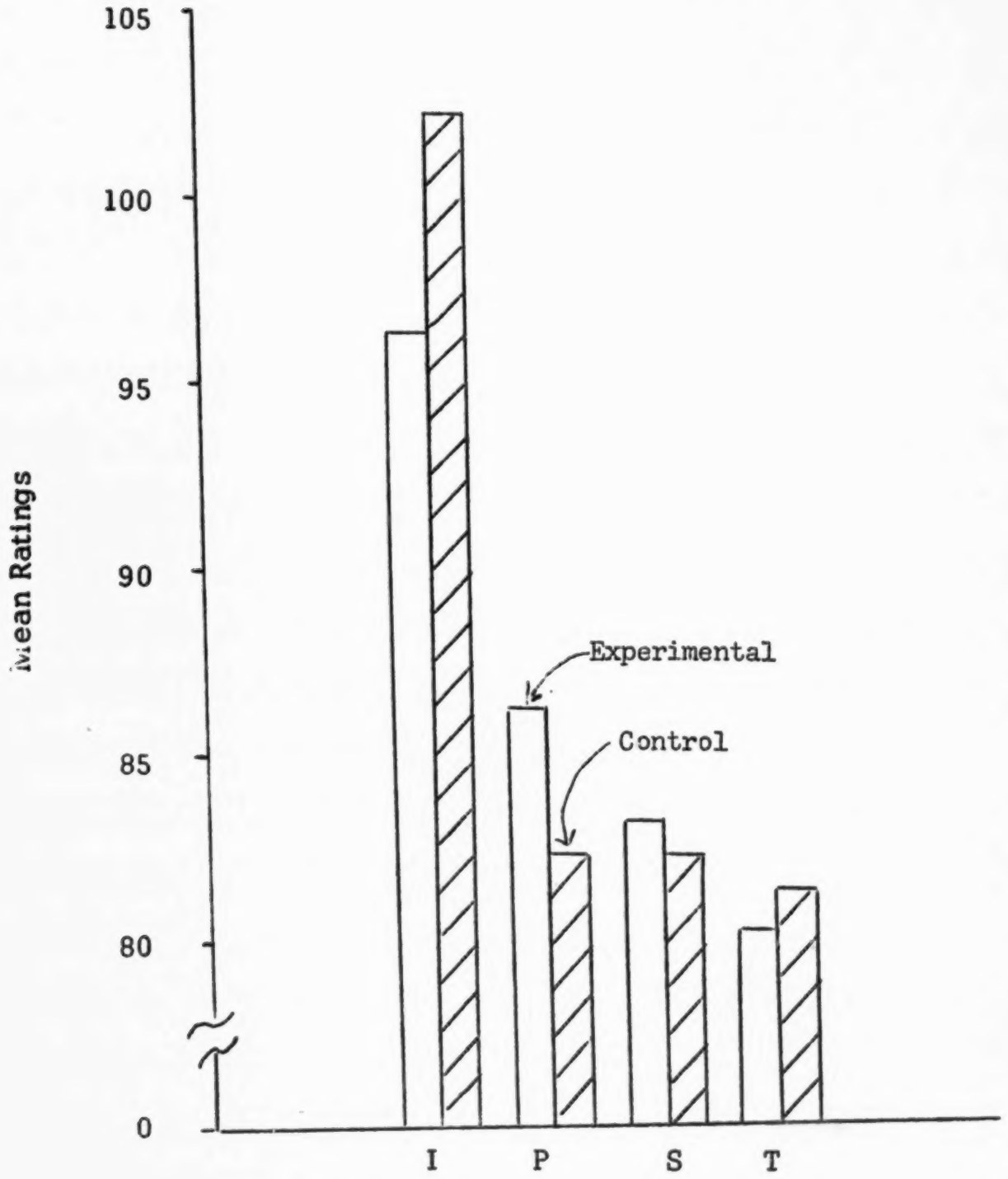

Figure 6. Mean ratings, by groups, on the four Self-Concept Scales, i. e., Ideal, Parents, Self and Teachers, First Administration.

control students. It will be recalled that the interview data indicated that experimental students rated their special-program teachers as being more understanding than control students did for their regular-school teachers. This finding can be interpreted, with some plausibility, to mean that experimental students thought their teachers knew them better. If so, it might be expected that the relationship between self-concept ratings and estimated teachers' ratings would improve from the first to the second administration of the instrument for experimental students, and that this improvement would be greater than that for control students. To test these hypotheses, product-moment correlation coefficients were computed between self-concept ratings and estimated-teachers' ratings, separately for experimental and control students, and separately for the first and second administrations of the instrument. These correlations are presented in Table 10.

TABLE 10

Correlation Between Self-Concept Rating and Estimated-Teachers' Concept Ratings

	First Administration	Second Administration
Experimental Group	.53	.60
Control Group	.60	.24

The correlation between self rating and estimated teacher rating does increase from first to second administration for the experimental students as hypothesized, though the difference is not statistically significant. In contrast there is a significant decrease in correlation from first to second administration for the control group. The sharp drop in correlation for the control group suggests an interesting hypothesis.

It is possible that interpersonal relationships with high school staff tend to deteriorate over time for this type of "difficult" student, until the student comes to feel alienated and cut off. The growing disparity between the control students self rating and his estimate of how his teacher might rate him as reported above might represent a reflection of the growing feeling of isolation and abandonment. In this context, it is interesting to note that the relationship of the two ratings for the experimental students remained substantially the same during the school year, providing further tentative evidence of the importance of the stable teacher-student relationship which had been established in the experimental program.

3. Social Reactions Test - The third (and final) psychometric instrument administered to experimental and control students at the beginning and end of the academic year was the Social Reactions Test (Schroder and Hunt, 1957). This instrument presents twenty hypothetical situations to the subject and asks him to select one of two alternative answers which he judges to be closest to his own reaction to the social situation if he were actually exposed to it. One alternative answer is pre-scored to indicate a "positive" interpretation of the situation, and the other alternative, a "negative" interpretation. For example, the first item is:

SITUATION: Your father looks at your report card from school and says: "You are doing good work; I am proud of you."

THOUGHT: (a) He wants to make me feel good about school.
(b) I guess my school-work has been pretty good lately.

Alternative (a) is scored "negative" and alternative (b), "positive". (See Appendix B for a complete copy of the test). Eight of the twenty items

present situations concerned with school performance (items 1,2,12, 15,16,18, and 19). Thus, one derived score from the instrument is the Academic Situations Score, with a possible range of 0 to 8, where one point is given for each positive interpretation. As this is the only derived score from the instrument which appears obviously appropriate for purposes of evaluation of the experimental program, it is the only score which was examined. Figure 7 presents mean Academic Situations scores for experimental and control students, separately for the first and second administrations of the instrument.

This figure shows that experimental students chose fewer positive interpretations on the first administration but more on the second administration. The reverse trend is apparent for control students. These data were subjected to an analysis of variance, with administration (first or second) as one factor, and group (experimental or control) as a second factor. Primary interest was directed towards the F for interaction, which would indicate whether or not the shift for experimental students toward more positive interpretations was significantly different than the opposite shift of control students. F for interaction= 6.2, df = 1 and 32, $p < .05$, providing statistical support for the difference in trends of experimental and control students.

Interestingly enough, no differences between experimental and control students were found when comparing <u>total</u> scores. This finding suggests that the differences obtained from the academic subscale were real differences attributed to academic attitudes and not to general attitudes independent of the school situation.

It may be concluded, therefore, that the Social Reactions Test yielded results which indicate a significantly greater improvement of

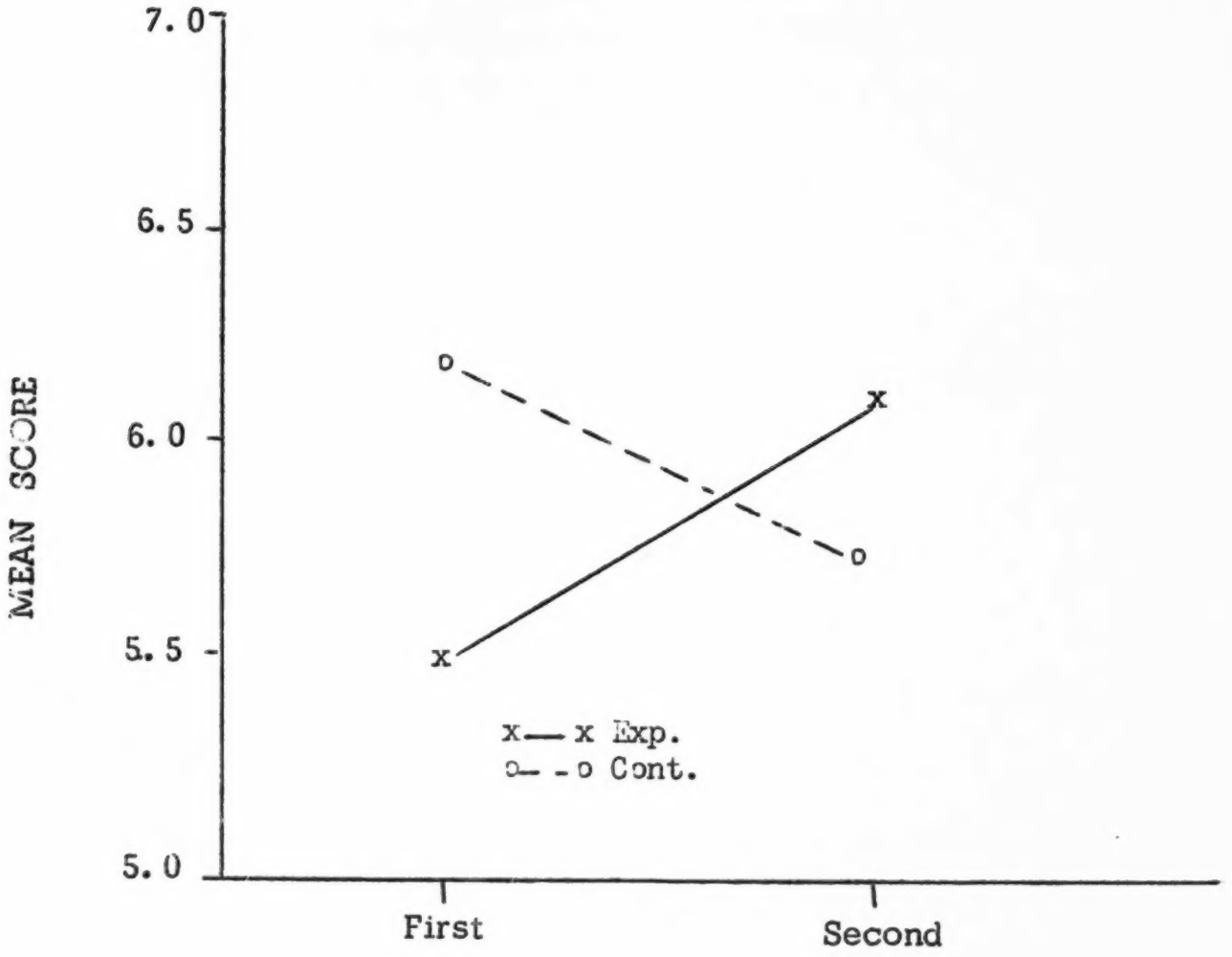

Figure 7. Mean scores for "academic" scale of Social Reaction Test

experimental students towards positive interpretations of hypothetical academic situations, but no comparable improvement toward positive interpretation of the total set of hypothetical social situations.

4. Summary of Psychometric Data - The psychometric data, considered as a whole, present no consistent picture of effects of the experimental program. The California Test of Personality suggested a significant decrement in adjustment for experimental-aggressive students and a non significant increment in adjustment for experimental passives. The self-concept scale gave no clear indication of experimental control group differences when mean scores for the total scale were compared, though the comparison of correlations between self ratings and estimates of teacher ratings did tentatively indicate the importance of a stable teacher-pupil relationship as found in the experimental program. Finally, the social reaction test suggested a greater improvement in school attitudes for experimental students than for control students.

Two other findings, not relevant from an evaluation viewpoint, are interesting in their own right. One consistent finding from the California Test of Personality was that both experimental and control students were considerably below the median normative scores for both personal and social adjustment. This finding verifies the original, independent classification of these boys as potential dropouts. The second interesting finding was from the self-concept scale, where it was found that experimental and control students yielded the same rank order for the four sets of ratings, with the ideal self-concept being the most favorable, and the estimated-teachers' ratings the least favorable. It would be most interesting to determine if the responses of well-adjusted students in the school setting yielded the same rank order.

E. Further Descriptive Data of the Experimental Program

Four remaining classes of data, while not evaluative, nevertheless provide a more complete description of important operational elements of the experimental program. These data are descriptive of the work experience aspect of the program, of certain deviant patterns of academic and social behavior of the experimental students in the classroom setting, and of counselor-student relationships.

1. Student Work Placement - A great deal of difficulty was encountered during the school year in securing work positions for the students of the experimental program. As previously indicated, only 25% of the experimental students were employed by the end of the third week of classes. Very early, it became clear to program staff that only a large scale community effort would provide the type of business contact and support necessary for the placement of our students. During the first two months of the program, school and Center staff requested and received support and cooperation from the Mayor and City Manager, social welfare agencies, religious organizations, service clubs etc., as well as interested individual employers. After this type of community support had been developed, the staff was able to place most of the students in jobs. However, the problem of work placement and replacement continued to be a serious one during the entire first year of the program.

2. Student Work Performance - In order to record basic work experience data, an employment record card was kept for each student which provided a description of place of employment, type of job, and number of hours actually worked each week. In addition, employers were asked to fill out a work rating form for each student once a semester. This work rating form (see Appendix B) requested that the employer rate

each employee on ten work performance characteristics, such as punctuality, appearance, industriousness, etc. As might be expected, work performance of the students was highly variable. Three students were working before they entered the program and were still performing adequately on those jobs at the end of the school year. Eleven other students held the first job on which placed. Four students failed on their first job but held the second. Four students failed to hold their first job and were not placed again. Seven students never obtained jobs, two because of physical ailments and five because they were judged to be too immature.

The employment evaluation records were analyzed in the following manner. Each student's first and last evaluation was compared, with the hypothesis that mean ratings on the last evaluation would be more favorable than mean ratings on the first evaluation. This hypothesis was not confirmed: differences between first and last mean ratings were small and did not approach significance. Classification by personality type (aggressive vs passive) indicated no differential trend between these two groups.

In conclusion, then, work experience appeared to benefit some boys, but not others. Certain experimental students performed effectively on the job from the first day of placement. Others gradually developed the skills necessary to perform their work assignments satisfactorily. Another subgroup did not develop satisfactory work habits, even though employed for a considerable length of time. It appears that the poor work habits and deviant attitudes which had characterized their school work performance were simply carried over into the work experience setting. In such cases, the efforts of the employer and the teacher to counsel the student regarding performance limitations, appeared not to have been sufficiently effective.

This experience made it clear to staff that, for such students, the simple placement of the student with a sympathetic and cooperative employer was not enough. Though all the students valued having a job, some of them were simply unable or unwilling to modify old patterns of aggression, irresponsibility, etc., to a sufficient degree to hold their jobs. Though such an idea was beyond the resources of the work-study program, the staff concluded that it would have been more efficient for such students to have first received work experience training in some type of "sheltered" work setting, with the students on subsidy wage, very carefully supervised and trained by a skilled work supervisor, and with the sheltered work shop operated by the school or some cooperating welfare agency.

3. Student Classroom Behavior - During the school year, certain types of data were collected from members of the program staff which were designed to provide descriptions of various aspects of program process in the classroom setting. For example, the counselor kept a written record of the frequency and subject matter content of each student contact. In addition, weekly meetings between the teachers, the counselor, and Center staff were held to discuss problems encountered in program operation. These meetings were tape-recorded. The teachers also kept anecdotal records of significant interactions between self and students. Finally, Center staff observed occasionally in the classroom.

On the bases of a study of these types of records, certain impressions were generated regarding patterns of student behavior and of teacher-student relationships in the classroom. The limitations of this type of data are clear (not properly verified, etc.) but the impressions are being reported for lack of more fully documented and verified data regarding this aspect of the program's operation.

a. Academic performance of students - During the first year of program operation, the teachers did not insist that students perform academically up to the level of their ability. In keeping with the general tone of program permissiveness, it was assumed that students would gradually develop an interest in academic work and would improve their academic skills if their work assignments were related realistically to their existing capabilities, if they experienced success in school work, and if their teacher was encouraging and supporting in general attitude.

This type of instructional emphasis appeared to work successfully for some students and not for others. Certain students did use the opportunity to perform successfully in the academic area and to improve their skills over time. For example, one student reported in the "after" interview that he had learned to read while in the program.

For a number of other students, however, the supportive non-punitive setting only reinforced preexisting habits of inattention, inadequate performance, and low motivation. The teachers reported that such students appeared to have learned relatively little during the school year as a consequence.

The interviews with students and student contacts with the counselor also suggested that certain students were dissatisfied with the amount of academic advancement that they were making in the experimental program setting.

b. Social behavior of students - As previously indicated, program staff had adopted a permissive, flexible policy of norm definition

and of norm enforcement. It was planned that certain types of deviant social behavior in the classroom setting would be tolerated.[6]

In general, this type of relatively unstructured "social" environment seems not to have contributed to program goals. Certain more aggressive students in each class were rather disruptive in their behavior and occasionally created a classroom atmosphere that was not conducive either to academic or social learning.

At least for a sub-group of the students, such deviant behavior was seen as status enhancing. Those students who were not disruptive found it difficult at times to concentrate on academic tasks, and in some cases were reported as being "scapegoated" by the deviant students outside the school setting because of their conforming behavior.

As was the case with academic performance, the incidence of disruptive social behavior of certain students was reduced over time, perhaps as a function of the gradual development of a closer relationship with the teacher. It was also true, however, that other students did not significantly modify their disruptive social behavior for the entire school year.

4. Counselor-Student Relationships - The work-study students utilized the special counseling services of the program with frequency. The average number of counselor contacts for the experimental students was 9.4, while the comparable number of contacts for control students was approximately 3.0.

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[6]Deviant behavior in the classroom was, of course, not ignored. In fact negative reinforcement of such behavior in terms of teacher admonishment and private counseling was utilized. However, only very serious breaches of classroom rules resulted in formal referral to the Dean of Boys (school disciplinarian). In these cases, assignment of demerits for first referral followed by short suspension from school for repetition of such behavior was the type of punishment most frequently assigned.

Examination of the counselor records revealed that the counselor performed a very significant function. He acted as a "safety valve" when the teacher felt the need to refer a disruptive student without formally disciplining him; he performed a related function when students requested help regarding some serious problem of teacher-student or student-student relationships. The records suggest that the students not only contacted the counselor frequently but looked upon him as an advisor and confidante.

V. DISCUSSION

The evaluation of the 1960-61 experimental program provides support for the main hypothesis, that is, that exposure to the program would positively influence behavior and attitudes of experimental students in the school setting (in terms of fewer voluntary dropouts and more improvement in attitudes toward school). The evaluation does not provide support for the second hypothesis, that program exposure would positively affect student behavior and attitudes not specifically related to the school setting (in terms of incidence of police contact and self evaluative attitudes). Experimental and control students were matched on seven variables (age, IQ, race, school attended, grade enrolled in, personality classification, academic grades previous year) and found to be roughly equivalent on four others (number of police contacts and scores on three psychometric instruments). The experimental design, employing "before-after" measurements where possible, controlled for initial differences on criterion measurements. It would, therefore, appear that obtained differences between experimental and control students were due to differences between the experimental and regular school programs, and not due to other variables.

A fundamental evaluative question must be concerned with the identification of those program aspects which appeared to contribute positively to the general objectives of the program and those aspects which do not

appear to do so. It will be recalled that the characteristics which most distinguished the two programs were (1) a practically-oriented curriculum geared to the interests and abilities of the students, (2) a permissive philosophy regarding classroom deviancy, (3) jobs in the afternoons, for pay and school credit, (4) a single male teacher, (5) a small pupil-teacher ratio, (6) availability of a counselor, and (7) teachers who had previously demonstrated an interest in problem youngsters. The interview data indicated that the teachers and the counselor were singled out for frequent praise, and provided clear differentiation between experimental and control students. Thus characteristics 4,5,6, and 7 would appear to be of some importance. Characteristic 3 (a job) should be added to this list since a number of boys indicated to the counselor that if it had not been for the job possibilities they would not have entered the program.

Characteristics 1 and 2 then remain as the probable least-successful aspects of the program, at least as indicated by interview data. This conclusion coincides with a considerable amount of anecdotal data (comments of teachers and counselor, behavior of students in class, discussions between counselor and students, etc.). That is, it was made clear that the curriculum and treatment of classroom deviancy left something to be desired.

Considering the practically oriented curriculum first, some students complained to the counselor that they weren't learning enough. This same finding was documented in the exploratory program of the previous year, where seven of fourteen students complained they weren't learning enough in the Social Studies course; in English (three of eight students); or in the Life Science course (three of nine). Reasons given were that the material was too easy, not important, and that they had covered it previously.

Certain of the students in the exploratory program felt that more emphasis on academic courses (alegebra was mentioned most frequently) and less emphasis on vocational courses was needed. This type of response suggests that some of the students were in conflict regarding this aspect of the program. While demonstrating a definite historical inaptitude for academic courses, apparently these students still felt they "needed" this type of course (for graduation, etc.). Thus the present study (as well as the exploratory study) does not unambiguously support the notion that a "practically oriented" curriculum is attractive to potential dropouts.

In considering characteristic 2, the permissive policy regarding classroom deviancy, two aspects of the policy need to be considered. One relates to the level of academic performance of the students, and the other to social behavioral deviancy in the classroom setting.

In the academic performance area, it will be recalled that the teachers did not require students to perform up to the level of their ability. The fact that certain students expressed an interest in "learning more" suggests a possible dissatisfaction among such students with the permissive policy regarding scholastic performance. After a year of experience with the procedures, the teachers also concluded that such a policy tended to reinforce preexisting habits of disinterest and inadequate performance for many students and appeared to hinder achievement of the academic goal of the program for these students.

In the social behavioral area, anecdotal evidence also suggested the inappropriateness of a permissive policy. Some students complained in their "after" interview that there was a good deal of classroom confusion generated by certain classmates, which occasionally made it difficult for them to study. The teachers also reported difficulty in carrying on their instructional function under these conditions.

After careful consideration of all available data, it was the general opinion of staff that a flexible policy of rule definition and enforcement is not appropriate for a work-study program of this type. Some of the students were "experts" in testing and demolishing limits which were not clearly defined. The type of classroom disturbance which resulted from such activity appeared not to contribute to the maintenance of a classroom setting in which academic or social learning could be efficiently pursued. It was also hypothesized, that these students, as much as the regular student, are more "comfortable" in a setting where limits are clearly defined even though the deviant student may verbally express a great dislike for such a classroom environment.

It is not suggested that all potential dropouts will be able to tolerate a controlled school setting of the type described above. Some students will handle their discomfort by leaving such a program (though interestingly enough, they often come back a few weeks or months later and inquire regarding program re-entry). But it is suggested that a program that seeks to modify attitudes and behavior of deviant adolescents cannot succeed in a setting which is without considerable structure or order. It is clearly recognized that a work-study program must offer <u>much more</u> than structure and specification of accepted behavior norms if it is to be attractive to potential dropouts. But it is also believed that an indispensable <u>base</u> for the operation of this type of program is normative structure.

Before concluding the discussion of deviant student behavior, mention should be made of the development of an attitudinal climate among many of the students during the first year of the program which was either neutral or openly negative to at least some of the goals of the program. For example, for individual students to perform academically in an out-

standing fashion was to incur the verbal ridicule of some members of the group for "going over to the other side"; to deliberately test limits and get away with it, e.g., to be tardy or truant for an excessive number of days, was something that brought recognition and prestige from the same subgroup.

The experience of the first year suggested to staff that the treatment influence of the work-study program would be more effective if procedures were adopted which would neutralize the preexisting negative attitudinal set of such students toward objectives and goals of the program and which would develop in their place an attitudinal set which was actively acceptant and supportive of these objectives and goals.

Acting upon the evaluative and anecdotal data described above, the program staff introduced certain changes in the 1961-62 program which attempted to deal with certain of the operational problems previously mentioned, as follows:

1. At the beginning of the 1961-62 school year, the students were informed that <u>academic performance</u> at the level of ability of each student was a requirement and that continued performance below this level during the school year would result in dismissal from the program. As an integral part of the instructional process, however, special efforts were made by the teachers to relate work assignments realistically to the existing level of skill of each student and to provide ample opportunity for the students to achieve success experiences in the academic area.

2. On the opening day of school, the teachers described the set of rules which would govern student <u>social</u> behavior in the classroom. A special effort was made to point out to the students the relationship between such regulations and the achievement of the general goals of the

work-study program. The positive and negative consequences of conforming or not conforming to classroom regulations were also specified. Again it was made clear to the students that a continuance of serious deviant behavior must result in expulsion from the program.

3. Group discussion procedures were systematically utilized during the school year in an effort to develop a sense of group cohesion which would provide more direct support of the objectives and goals of the program.

VI. CONCLUSION

Given the evaluative description of the program described above, how successful was the program in the achievement of its stated objectives?

In terms of the seven basic program characteristics, five appeared to contribute to program success, two characteristics did not. From another point of view, the program seemed able to significantly influence the attitudes and behaviors of certain students in the first year, but not of others. Thus the continuing task of the program staff is to identify and institute treatment proceedings which will favorably influence a significantly larger proportion of students of this type in the future.

As previously indicated, the work-study program was extended through the 1961-62 school year and is being continued for a third school year as of the Fall of 1962 under the joint sponsorship of the Santa Monica School District and the Youth Studies Center. Certain refinements of procedure were introduced at the beginning of the second and third year, based upon previous program practice and experience,[7] in order to improve

[7] See page 50 for description of certain program modifications introduced for the 1961-62 school year.

the treatment influence of the program. The Center has continued to assume responsibility for program evaluation and plans to release reports descriptive of the results of the program's operation in the 1961-62 and 1962-63 years.

As a final note, one may consider the probable over-all significance of a project such as the present one. Certainly a number of questions have not been answered in this report, and will not be answered at the end of the next year's experiment. Possibly the most important question is concerned with the long range effects of the program. Assuming that the program continues to hold the potential dropout in school, will these boys develop into more productive, more socialized, happier adults than those who do not remain in school? Only follow-up studies will provide the answer to this question, and such studies are indeed anticipated as long range goals of the Center. On a more concrete level, possibly one of the more significant contributions of the present study is to emphasize the need for objective evaluation of such programs. Remedial programs for the potential dropout have been operated for many years in numerous school systems throughout the United States. Yet, published evaluative data descriptive of the limitations and strong points of such programs are practically non existent. Such evaluative data has definite utility in providing a factual basis for the refinement of existing programs and in providing planning guidance to school administrators in the establishment of new programs of this general type.

It is hoped that the evaluation and reporting of the results of three years of operation of this work-study program will make a contribution of importance from this point of view.

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APPENDIX A

ACTION PROGRAM INTERVIEW

Number_____

Group _____

Type _____

Teacher_____

School _____

III. _____

Interview_____

Interviewers

L_____

M_____

R_____

S_____

Date_____

Name_____ Age_____ C 1 E 2 Teacher ___

II. School attended last year Adams 1 Lincoln 2 S.M.H.S. 3

III. Enjoyment of school prior to fall (1+___, 1-___)
Things liked most and why _____

_____

_____

Things disliked most and why_____

_____

_____

Courses (teachers) rated in IV-VII	(IV) enjoyment	(V) interest	(VI) understanding	(VII) ability
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____

IV_____

V _____

VI_____

VII_____

VIII. Amount of learning prior semester (1 little, 5 much) VIII___
Reason for not learning more_____

_____

IX. Amount of studying IX ____

X. Expect to leave school_____: Like to leave school_____

Plans_____

_____

XI. Importance of 3 above courses XI____

XII. Whom did you go to for counseling?_____

_____

XIIa. Why not counselor?_____

_____

Understanding of counselor XII____

STUDENT INTERVIEW - CRITICAL FACTORS WORK STUDY PROJECT

I. INTRODUCTION

I'm from the Youth Studies Center of the University of Southern California. This is an organization set up two years ago to do research on problems of youth in the Los Angeles area, etc.

I want to make it clear to you that our conversation is strictly confidential, as it has been with all the boys we talked to last year and all the boys we will talk to this year.... No one connected with the school here will ever know what we talk about - not the teachers, the principal, Dean of Boys, nor anyone else. So you have nothing to worry about in that respect.

Now do you have any questions?

II. GENERAL INFORMATION AND DESCRIPTION OF SCHOOL DAY LAST SEMESTER

(NAME): First of all, let me be sure I have your name correctly.

(GRADE): What grade are you in?

(AGE): How old are you?

(A) In this interview we're going to talk about your last semester in school, since you have now finished that semester and probably have some good ideas about it.

(B) (C) Now the questions I am going to ask from this point on in the interview will be about last semester in school, not this semester.

First of all, where did you go to school last semester?

Good, that gives me a good idea of what you did last semester.

III. GENERAL ENJOYMENT OF SCHOOL LAST SEMESTER; LIKES AND DISLIKES

Now, I'd like to get some idea of how much you enjoyed school in general last semester. That is putting everything together, I'd like to know how much you liked or disliked it. A lot of boys don't like school at all, while others like it very much. To get a better idea of your feelings about last semester, I have a ladder here which might help you. (Show ladder). I'll put this card down here at rung number one. It says, "I liked school very much last semester; I looked forward to coming each day". I'll put this other card up here at rung number ten. It says, "I didn't like school at all last semester; I'd rather have stayed away". If you liked school a lot last semester, you would pick a rung near this end (point to rung number one), and

if you didn't like school last semester you would pick a rung near this end (point to rung number ten). Now, you think it over for a moment and then pick the rung which best indicates how much you liked school last semester.

(Then....) O.K. fine. I notice you seem to have (liked, disliked) school last semester. What was the thing you (liked, disliked) most about it?....Why?....Was there anything else you (liked, disliked) about it?....Why?....What did you (like, dislike) most about school last semester?....(If former two questions were concerned with ("likes", use "dislike" in above question; or vice versa). Why?.... Was there anything else you (liked, disliked) about it?....Why?....

IV. TEACHER ENJOYMENT

I'm also interested in what you thought of your teacher(s) last semester. Let's consider the teachers of three academic courses - Math, English, History, Social Studies, Biology, Science - not gym, shop, arts, etc. .... First, I'd be interested in how much each of these three teachers enjoyed the class you were in. We can use the ladder again for this question. Here at rung number one, I'll put this card: "Teacher enjoyed and liked the students very much", and up at rung number ten this card: "Teacher did not enjoy or like the students at all". Now, let's take the teacher who taught_____last semester. Where would you put that teacher on the ladder?.... How about_____?....and_____?....O.K., fine.

V. TEACHER INTEREST

Next, I'd like to know how interested your teacher(s) was (were) in the students last semester. I'll put some different cards on the ends of the ladder for this question. At rung number one I'll put this card: "Very interested in me; helped me a lot" and at rung number ten this card: "Not at all interested in me; didn't help me at all". Where would you put the teacher who taught_____?....and_____?.... and_____?....O.K., that's good.

VI. TEACHER UNDERSTANDING

I'd also like to know how well you believe your teacher(s) understood you last semester....that is, how well they really knew you and understood your problems. I'll put this card at rung number one: "Understand me very well; knew what I was really like", and this card at rung number ten. "Didn't understand me at all; I was just another student". Where would you put the teacher who taught _____last semester?....and_____?....and_____?....O.K.,fine.

VII. TEACHING ABILITY

Finally, I'd like to get an idea of how well your teacher(s) taught that is, how well they instructed you. This card at rung number one says, "Taught the material very well and made me understand it too". The card at rung number ten says: "Did not teach the material well at all, and I didn't understand it either". Where would you put the teacher who taught_____?....and_____?.....and_____?.... O.K., fine.

VIII. AMOUNT OF LEARNING

How much do you think you learned last semester? Here is a card with five buckets drawn on it. Each has a little more water in it than the one on the left. Let's assume the amount of water in the buckets represents how much you learned last semester. This bucket is almost empty, so if you pick that bucket, it would mean that you didn't learn hardly anything. If you pick this bucket (point to full bucket), it would mean that you learned about as much as you could. Now, which one would you pick?....(After S responds) What do you think is the major reason for your not learning more?

IX. AMOUNT OF STUDYING

How much do you think you studied last semester? Let's use the ladder again. The card at rung number one says, "I studied pretty hard last semester - as hard as most of the other students". The card at rung number ten says, "I didn't study hardly at all last semester; most of the other students studied more than I did". Which rung would you pick?....

X. PLANS FOR THE FUTURE

Now I'd like to know a little about your thoughts regarding the future. For instance, some boys plan to finish high school and then go to college. Others plan to leave school after the 9th, 10th, or 11th grade and get a job, while others plan to finish high school and then get a job. You are now in the____grade. When do you expect to leave school?....If you could make the choice yourself, when would you like to leave?....

(A) Have you made up your mind about what you'd like to do for a living after you leave school?

(B) (C) Have you thought any further about what you'd like to do for a living after you leave school?

XI. IMPORTANCE OF SCHOOL

How much do you think the courses you had last semester will help you later on, as far as making a living is concerned? We can use the ladder again for this one; the card at this end says: "The courses I had are very important; they will help a lot when I get out of school"; and the card at this end says: "The courses I had are pretty useless: they won't help much later on". Putting together these three courses we have been talking about (name them), what rung would you pick as far as their importance is concerned?

XII. USE OF COUNSELOR

Now I'd like to know what students do when they have a problem or need advice about something. Thinking about last semester, if you had something personal that was troubling you here at school, something you felt you could stand a little help or advice on, whom would you have gone to about it? This could be anything from a run in with another student, to some kind of difficulty with a teacher, or just something about yourself. Whom do you think you would have gone to last semester?....Why?....Anyone else?....(If so) Why?....(If counselor not mentioned, say) You've not mentioned your counselor regarding this matter. Is there some reason why you wouldn't think of going to the counselor you had last semester?....

I'd like to know how well you think your counselor understood you last semester. Let's use the ladder for this last question. At this end (rung number 1) we'll put this card: "Understands me and my problems very well; is really interested in me" and at the other end this card: "Doesn't understand me at all; is not at all interested in me". Which rung do you pick regarding your counselor of last semester?

XIII. END

(Thank the student and indicate you might see him again in a few months.)

TABLE 1

Summary Table of Analysis of Variance of Mean of 9 Rating-Scale Responses

Source[1]	df	SS	MS	F	P
SS_S	49	56			
SS_B	1	0.3	0.3		
SS_C	1	1.9	1.9		
SS_{BC}	1	0	0		
$SSe_{(b)}$	46	53.8	1.2		
SS_{WS}	50	66.5			
SS_A	1	11.3	11.3	14.1	.001
SS_{AB}	1	7.4	7.4	9.3	.005
SS_{AC}	1	3.4	3.4	4.3	.05
SS_{ABC}	1	7.4	7.4	9.3	.005
$SSe_{(w)}$	46	37.0	0.8		
SS_T	99	122.5			

[1]The "Source" column symbols refer to the following treatment variables:

B=Experimental vs Control
C=Aggressive vs Passive
A=First vs Second Interview

TABLE 2

Summary Table of Analysis of Variance of Responses to Question 1 of Rating-Scale Questions

Source[1]	df	SS	MS	F	P
SS_S	51	352			
$SS_{B(EvsC)}$	1	18	18	2.69	
$SS_{C(PvsA)}$	1	8	8		
SS_{BC}	1	3	3		
$SS_{e(b)}$	48	323	6.7		
SS_{WS}	52	266			
$SS_{A(tol.int)}$	1	16	16	3.48	.10
SS_{AB}	1	6	6		
SS_{AC}	1	7	7		
SS_{ABC}	1	15	15	3.26	.10
$SS_{e(w)}$	48	222	4.6		
SS_T	103	618			

[1]The "Source" column symbols refer to the following treatment variables:

B=Experimental vs Control
C=Passive vs Aggressive
A=First vs Second Interview

TABLE 3

Summary Table of Analysis of Variance of Mean of Responses to Questions 2-5 of Rating-Scale Questions

Source[1]	df	SS	MS	F	P
SS_S	47	134			
SS_B	1	0	0		
SS_C	1	4	4		
SS_{BC}	1	8	8	2.9	.10
$SSe_{(b)}$	44	122	2.8		
SS_{WS}	48	185			
SS_A	1	21	21	6.8	.025
SS_{AB}	1	21	21	6.8	.025
SS_{AC}	1	7	7		
SS_{ABC}	1	0	0		
$SSe_{(w)}$	44	136	3.1		
SS_T	95	319			

[1]The "Source" column symbols refer to the following treatment variables:

B=Experimental vs Control
C=Passive vs Aggressive
A=First vs Second Interview

TABLE 4

Summary Table of Analysis of Variance of Question 9 of Rating-Scale Questions

Source[1]	df	SS	MS	F	P
SS_S	51	239			
SS_B	1	0	0		
SS_C	1	18	18	4.0	.05
SS_{BC}	1	4	4		
$SSe_{(b)}$	48	217	4.5		
SS_{WS}	52	412			
SS_A	1	92	92	18.4	.001
SS_{AB}	1	31	31	6.2	.025
SS_{AC}	1	1	1		
SS_{ABC}	1	49	49	9.8	.005
$SSe_{(w)}$	48	239	5.0		
SS_T	103	651			

[1]The "Source" column symbols refer to the following treatment variables:

B=Experimental vs Control
C=Passive vs Aggressive
A=First vs Second Interview

APPENDIX B

Date: _____ Grade: _____ Name: _____

I would like to be. Code: _____

	Not at all	Not very often	Some of the time	Most of the time	All of the time
1. Friendly					
2. Happy					
3. Kind					
4. Brave					
5. Honest					
6. Likeable					
7. Trusted					
8. Good					
9. Proud					
10. Lazy					
11. Loyal					
12. Co-operative					
13. Cheerful					
14. Thoughtful					
15. Popular					
16. Courteous					
17. Jealous					
18. Obedient					
19. Polite					
20. Bashful					
21. Clean					
22. Helpful					

NAME_____

SCHOOL_____

SOCIAL REACTIONS TEST

In this test there are no "right"or "wrong" answers. Everyone thinks differently, and no two people react in exactly the same way to all situations. This test is to find out how YOU react to certain everyday events that might happen to you.

The questions tell you briefly about something that happens to you. Then you are to choose one of the two thoughts listed as the one YOU would be most likely to think. You wouldn't actually say this thought to anyone; you would only think it in your own mind.

For example:

SITUATION: A strange dog barks at you and bites your leg.

THOUGHT: (a) My leg hurts. I'd better see a doctor ☐

(b) This won't hurt long. I'll just forget about it. ☐

Some people might be more likely to think "Thought A," but others might be more likely to think "Thought B." You would put an X in the box beside the thought which you believe YOU would think.

REMEMBER: You don't say this thought to anybody. You just think it. There are no repeated questions. Each one is slightly different. Read each question carefully before marking your answer.

1. SITUATION: Your father looks at your report card from school and says: "You are doing good work; I am proud of you."

   THOUGHT: (a) He wants to make me feel good about school. ☐

   (b) I guess my school-work has been pretty good lately. ☐

2. SITUATION: Your school-teacher looks at your homework assignment and says: "This is not very good work; I think you could do much better."

   THOUGHT: (a) She is right; I must work a lot harder next time. ☐

   (b) Nothing is good enough for teachers; they always want something better. ☐

3. SITUATION: You have taken a new part-time job, and one of the other people who work with you says: "You're fine to work with because you do a good job of it."

   THOUGHT: (a) I'm here to make some money, and it doesn't make much difference whether he likes my work or not. ☐

   (b) Great. If he says something like this, I must be doing pretty well at this job. ☐

4. SITUATION: A friend from school talks to you about your hobby and says: "This isn't much of a hobby; most people could do better than this at it."

   THOUGHT: (a) I'm disappointed. I had hoped my friends would think this was good. ☐

   (b) He is no expert, so he ought to keep his opinions to himself. ☐

5. SITUATION: Your school-teacher looks at your homework assignment and says: "This is very good work you have done."

   THOUGHT: (a) My work must be better than usual. ☐

   (b) I guess she says the same thing to many people. ☐

6. SITUATION: You have taken a new part-time job, and your boss says to you: "I think you can do better work; what you are doing now just isn't good enough."

   THOUGHT: (a) Many people expect so much that it is hard to please them. ☐

   (b) I guess others who have worked here were better; I'll have to try a lot harder. ☐

7. SITUATION: A friend from school talks to you about your hobby and says: "That's a great hobby; you are really good at this kind of thing."

THOUGHT: (a) I guess I really do have a right to be proud of this. ☐

(b) He is saying the most polite thing he can think of. ☐

8. SITUATION: A good friend of yours introduces you to the girl he has brought to a party. The next day he says to you: "You weren't very nice to my date last night. I shouldn't have introduced her to you."

THOUGHT: (a) That doesn't bother me. ☐

(b) I'm ashamed of myself. I really should have been much nicer to that girl. ☐

9. SITUATION: You have taken a new part-time job, and your boss says to you: "I like your work. You have learned pretty well and you're doing a good job."

THOUGHT: (a) He must be saying this to be nice to me. ☐

(b) I guess I should be proud of myself. ☐

10. SITUATION: A friend of your father's talks to you about your hobby and says: "Anything worth doing is worth doing well; if you are interested in this, why don't you work harder at it?"

THOUGHT: (a) He is right. I guess this isn't as good as I thought it was. ☐

(b) Why does he say that? He may not know any more about it than I do. ☐

11. SITUATION: A good friend of yours introduces you to the girl he has brought to a party. The next day he says to you: "You were very nice to my date last night."

THOUGHT: (a) I'm glad he said that. It is good to know he liked the way I acted. ☐

(b) Most people would say this anyway just to be polite. ☐

12. SITUATION: Your best friend takes a look at your report card on the way home from school and says: "Your grades are pretty bad this time; don't you think you could do better?"

THOUGHT: (a) It isn't any of his business to talk about my grades. ☐

(b) I feel pretty bad to know he thinks I haven't done well. ☐

13. SITUATION: A friend of your father's talks to you about your hobby and says: "That is a fine thing; I really think you deserve some credit for doing such a good job of this."

THOUGHT: (a) I am really pleased about this if he thinks it it is that good. ☐

(b) I wonder how much he knows about it. This may not mean very much. ☐

14. SITUATION: Your mother calls you aside after you have had company for dinner and says: "I was ashamed of you today. You behaved terribly."

THOUGHT: (a) What difference does it make to anybody anyway? ☐

(b) It makes me feel awful that I didn't act the way she wanted me to. ☐

15. SITUATION: Your best friend takes a look at your report card on the way home from school and says: "Your grades are pretty good. You ought to be proud of them."

THOUGHT: (a) He is not an expert on grades. He just wants to make me feel good about it. ☐

(b) It would make anybody feel great to know that friends think they have done well. ☐

16. SITUATION: A classmate looks over your homework assignment before you turn it in and says: "You must have fouled up on this. It looks pretty bad to me."

THOUGHT: (a) I'm worried about this now; I should have worked harder on it. ☐

(b) It doesn't matter what he thinks about it, since he isn't the one who grades it. ☐

17. SITUATION: Your mother calls you aside after you have had company for dinner and says: "I was proud of you today. You behaved very nicely. "

THOUGHT: (a) What difference does it make anyway? ☐

(b) It makes me feel very good to know I did as well as she wanted me to. ☐

18. SITUATION: Your father looks at your report card from school and says: "Your grades are not as good as they should be. I don't like this. "

THOUGHT: (a) I ought to be working much harder to get better grades. ☐

(b) Sometimes he just expects too much of me. ☐

19. SITUATION: A classmate looks over your homework assignment before you turn it in and says: "You did a great job on this. It sure looks good to me. "

THOUGHT: (a) He is nice to say that, but he isn't the one who grades it. ☐

(b) That's fine... maybe I will get a good grade on it. ☐

20. SITUATION: You have taken a new part-time job, and one of the other people who work with you says: "Your work is pretty poor. You ought to get busy and try harder at this. "

THOUGHT: (a) I hate to know that I've done such a bad job here. ☐

(b) Since he isn't the boss, I don't care what he thinks. ☐

SANTA MONICA HIGH SCHOOL
Experimental Work Study Program
Employer's Evaluation of Student Trainee

Name of Trainee_____ Date_____

Firm_____ Reported by_____

Check the items which apply to this trainee. The Trainee:	Very Good	Good	Average	Less Than Average	Very Poor
1. Is punctual					
2. Follows directions					
3. Keeps clothing neat					
4. Is personally clean					
5. Works rapidly					
6. Demonstrates quality workmanship					
7. Has good relationship to other employees					
8. Shows initiative					
9. Is willing to accept responsibility					
10. Follows rules of employment					
COMMENTS:					